DOCUMENT RESUME

ED 440 590 HE 032 807

AUTHOR Lewis, Jerry L.
TITLE University of Maryland--Educational Opportunity Center.
PUB DATE 1998-10-00
NOTE 124p.
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Access to Education; Adult Dropouts; Adult Education; *Adult Programs; *Adult Students; Adult Vocational Education; College Admission; College Students; Community Education; Community Needs; Dropouts; English (Second Language); Financial Aid Applicants; Higher Education; Low Income Groups; Minority Groups; Nontraditional Students; Postsecondary Education; Poverty; Program Evaluation; *Reentry Students; *Retraining
IDENTIFIERS First Generation Students; *University of Maryland College Park

ABSTRACT

This document describes a program at the University of Maryland-Educational Opportunity Center (UM-EOC) in College Park that fulfills a legislative mandate to provide information on and assistance to 1,500 adults, two-thirds of whom will be low-income, first-generation college participants who reside in 13 targeted communities in Prince George's County (Maryland). The program's major focus is to encourage and help adults who have dropped out or withdrawn from school to re-enroll in secondary and postsecondary schools and training programs. Program staff will conduct publicity campaigns and information sessions and provide individual and group counseling, help in completing college admissions and financial aid applications, and oversee academic and career advising, needs assessment, and English as a Second Language classes. Individualized plans will serve as guides to prepare education or training programs that best meet each participant's needs. The UM-EOC's operations center will be community based, with administrative offices on campus. Sections of the report highlight the need for the UM-EOC, discuss the program objectives and plan of operation, and set guidelines for applicant and community support, quality of personnel, budgeting, and evaluation. Charts, figures, and sample forms are included in the text. (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 440 590

University of Maryland - Educational Opportunity Center

Jerry L. Lewis
UMD Educational Opportunity Center

October, 1998

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J. L. LEWIS

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

HE 032 807

AE

ABSTRACT
University of Maryland - Educational Opportunity Center

While the superlative features of Prince George's County are deservedly both historic and legendary given its tremendous growth, high per capita income, great cultural diversity, rapid transit and infrastructure development, and solid economic forecasts -- there still exists within the County's boundaries and statistics, hidden, substantial and, in some cases, extensive poverty.

The University of Maryland - Educational Opportunity Center (UM-EOC) to be administered by the Academic Achievement Programs (AAP) at College Park will provide **information** on and **assistance** with both postsecondary admissions and financial aid processes/application completion to 1500 adults, two-thirds of which will be low-income and "potential" first generation college participants, who reside in the thirteen targeted communities of Prince George's County, Maryland. The population and number of adults that the UM-EOC has elected to serve represents less than 5% of those in the targeted community that meet the eligibility criteria to receive services.

The major focus of the UM-EOC will be to encourage and assist adults who have dropped out or withdrawn from secondary or postsecondary education, to re-enroll in secondary and postsecondary schools and training programs. Qualified and well-trained staff will conduct continuous publicity campaigns and information sessions, and provide individual and group counseling, assistance with the completion of college admissions and financial aid applications, academic and career advising, needs assessment, English as a Second Language classes and workshops, and other academic development related activities. The EOC staff will develop in concert with the participant, an individualized and comprehensive plan (PSEPP) to serve as a guide

He 032 507

and barometer in preparation for the education and/or training program that best meets the participants' overall needs. Follow-up assistance will be provided for the duration of the participants' enrollment in the UM-EOC program.

Under the effective leadership and administration of a *veteran* Trio Programs Director, the UM-EOC will provide services that significantly impact the educational welfare of the target population through the development, coordination and implementation of an educational service delivery configuration especially designed to meet the needs of the targeted communities. The UM-EOC's Operations Center will be community-based, located in the heart of the Target Area to be served to provide greater access to program services. Community Resource Agencies within the targeted community will serve not only as referral agents, but satellite offices as well, placing us at the pulse of community activity. The administrative offices will be on-campus in the AAP suite where overall programmatic, administrative and budgetary matters will be managed. Together, the UM-EOC on-campus administrative office, the UM-EOC Operations office in the heart of the community to be served, and the community resource agencies and satellite offices which afford greater outreach activity will all work collaboratively to ensure that the short and long term benefits of postsecondary educational opportunities are realized by the project participants.

In fulfillment of the legislative mandate, the UM-EOC will prepare eligible participants (low-income and potential first generation college persons) in the targeted communities for successful entry or re-entry to postsecondary education and training programs, which will improve the quality of life of the participant, and ultimately that of the County.

University of Maryland, College Park

Educational Opportunity Center

Table of Contents

		PAGE (S)
ABSTRACT		i & ii
PART I:	***NEED***	1-23
	County Description	3-5
	Target Area Description	6-12
	Income & Poverty (% of Population/target area	7-9
	Demographics of Target Area	10
	Educational Attainment	10-12
	Dropout Rate in Target Schools	12-13
	Need to Meet Changing Employment trends	13-
	Employment Trends	13-15
	Unemployment In The Target Area	15-17
	Veterans in the Target Area re. Need	17-19
	Other Indicators of Need In Target Area	19-
	English as a Second Language	19-20
	Presence of Unaddressed Need	2-23-
Part II:	***OBJECTIVES***	24-25
	Management	
	Identify and Selection	
	Assessment	
	Counseling and Advising	
	Financial Aid and PSE Admissions	
	GED Assistance	
	Language Assistance	
	Placement	
	Relations to Objectives	26-28

PART III:	***PLAN OF OPERATION***	29-62
	Plan to Inform Community	29-33
	Plan to identify and Select	33-38
	Plan to Assess Client Needs	39-44
	Plan to Provide Services	44-51
	Plan to Proper/Efficient Management	52-56
	Efficient Management	52-
	Organizational Chart	53-
	Time Commitment by Staff	56-
	Coordination With Other Projects	59-
	Management Activity Timeline	60-
	Waiver of Full-time Director	60-61
PART IV:	***Applicant /Community Support***	62-76
	Resources Committed by Applicant	62-63
	Facilities	64 & 66
	Community Support	64-66
	Letter of Commitment/Support	67-74
	Other Support and Resources	**75-**
PART V:	***Quality Of Personnel***	76-85
	Qualification of Director	76-79
	Qualification of Required to Other Staff	80-81
	Plan to Employ Target Area Like Personnel	81-84
PART VI:	***Budget***	85-90
	Adequency of Resources	86-
	Budget Relations to Program Activities	86-
	Detail Budget (Year ONE)	87-90
PART VII:	***Evaluation***	90-101
	Evaluation of Objectives (formative and Summative)	94-101

TABLE OF CONTENT

CHARTS

		Page(s)
Chart 1.	1990 Ethnic Demographics	3
Chart 2.	Number and Percentages of 150% Poverty	6
Chart 3.	Number Income Trends Per Capita	8
Chart 4.	Number of Households Below Poverty	9
Chart 5.	Education Attainment/Completion	11
Chart 6.	Target Area Schools Dropout Rate	13
Chart 7.	At Place Employment P.G. County	14
Chart 8.	Employment Characteristic	16
Chart 9.	Veterans Status By Sex and Race	18
Chart 10	Limited English	20
Chart 11	Staff-Time Commitment	56

FIGURES

Figure 1.	County and Target Area Map	5
Figure 2.	Publicity Campaign Plan	30
Figure 3.	Publicity Flow Chart	32
Figure 4.	Admission Flow Chart	37
Figure 5	Organizational Chart	53
Figure 5A	Operation Schematic Design	54
Figure 8	UM-EOC Campus Office/Director	64
Figure 9	Target Area-Program Office	66

FORMS

Form 1.	Assessment Checklist	43
Form 3.	Assessment Form (PSEPP)	43
Form 2	Counselor Prognosis Service Form	46

I. NEED

CFR 644.21 (a)

The desire to live in communities where there are opportunities for a better life is a national ideal, and for many families and individuals, *Prince George's County* meets this goal. *Prince George's County* is a large culturally diverse jurisdiction located within the *Baltimore-Washington* corridor. The county virtually surrounds the northern, eastern and southern areas of *Washington, D.C.* Located within the tri-state of *Maryland*, *Washington, D.C.* and *Virginia*, the communities with Prince George's County are known for their exceptional diversity that is both international and domestic.

While prosperity is the goal for most people in the county, there are distressed pockets of poverty and unmet educational needs within *Prince George's County* which highlight the NEED for an *Educational Opportunity Center.*

THE COUNTY

Prince George's County is 488 square miles with a population of 749,030 people(1992 estimate MNCPPC). The average age of the county's citizenry is 33 with 68% of the population over the of age 18. The ethnic breakdown of the *Prince George' s County* residents is 51% Black; 43% White, 4% Hispanic*; 3.8% Asian/Pacific Islander; 0.4% American Indian; and 2% other. The demographic break down by sex for *Prince George's County* is 52% female and 48% male.

The county is 97.5% urban and flows neatly into the political, social and cultural life of *Washington, D.C.* The county is the home of (the largest University in the state) *University of*

University of Maryland, College Park, the Bureau of Census, NASA, the Washington Redskins, and *Capitals* sports teams.

However, to understand the NEED for the *Educational Opportunity Center* (EOC) in the county one must understand the demographic changes over the last three decades (1960-1990). Some of the most drastic demographic changes over this period included (1) rapid growth in the population since the 1960's, (2) an unprecedented shift in the racial composition during the 1970's, and (3) the economic events of the 1980's.

The population increased from 357,396 in 1960 to 661,719 in 1970, an 85% growth in the 10 year period. Although after 1973, the county experienced a steady decline in the population until 1978, the earlier population growth, was due to an unprecedented shift in the racial composition of the population. These demographic changes at that time were second to no other county in the United States. There was mass out-migration of whites and mass in-migration of blacks. Whites represented 561,447 or 85% of the total population in 1970. By 1980, whites had decreased to 391,427, or 59% of the total population. During that same period, the black population grew by 170%, from 91,808, or 14% to 247,860 or 37%; other races also grew rapidly from 8,435 to 25,784 during this period. The 1980s showed continued out-migration of whites and in-migration of blacks. Other races also doubled during this period. The 1990 census reported the county's population at 729,268, an increase of 64,197 or 10% from 1980. *Maryland National Capital Park and Planning Commission (MNCPPC)* 1995, reported the population in the county as 749,030 for 1992, an increase of 20,000 in two years. The 1990 census reported the white population as 314,612, a loss of 76,811 or 20%; it is now at 43% of the county's total population. Over the same period, the black

population was reported as 369,791, an increase of 121,931; It is 51% of the county population. This shift in racial composition makes blacks the majority in the county for the first time since 1860 when blacks made up 59% of the total population. Other non-white races also grew significantly during this period, from 25,784 in 1980 to 44,861 in 1990, an increase of 19,077 or 74%. The ethnic demographics of the county and the Targeted Area are presented below:

CHART 1
1990 ETHNIC DEMOGRAPHICS
COUNTY AND TARGETED AREA

COUNTY AND TARGET AREAS	Target Area Population	Black	White	Hispanic	Asian	Native American	N/A Other
P.G. COUNTY	749,030	50.7%	43.1%	4.1%*	3.9%	0.3%	2.0%
Landover	5,052	3,729	1,092	71	112	16	32
Fairmont Hts.	1,238	1,218	14	3	0	3	0
Kentland	7,967	7,369	447	72	63	16	0
Dodge Park	4,842	4,679	83	66	5	9	0
Pepper Mill Village/ Carmody Hills	4,815	4,638	141	10	0	26	0
Suitland/ Silver Hill	35,111	29,771	4,560	315	218	222	25
Walker Mill	10,920	9,968	731	144	28	49	0
Capital Hts./ Seat Pleasant	8,992	8,285	572	48	18	69	0
Palmer Park	7,019	6,765	129	82	26	3	14
Coral Hills	11,032	9,934	867	134	16	81	0
Langley Park	17,474	7,280	1,850	6,715	1,542	36	5
Chillum	31,309	21,325	5,879	2,779	1,171	44	111
Adelphi	13,524	5,266	5,332	1,330	1,557		28
TOTALS	159,295	120,227	21,687	11,769	4,756	595	261

SOURCE: 1990 CENSUS
*Note: Percentage represents persons of Hispanic origin that have identified themselves in other categories.

BEST COPY AVAILABLE

Prince George's County, Maryland is thriving in sectors, but simultaneously poor in other adjoining or interspersed areas like a "tale of two Counties, the haves and the have nots". On the surface, the county prides itself on the significant number of high income black neighborhoods, while at the same time, the census track boundaries have been defined in ways that conceal the actual poverty. The boundaries in most neighborhoods intentionally include both high and low income households. This has diluted the appearance of poverty in the neighborhoods. However, taking a closer look at the townships and surrounding areas from the census tracts, block groups, and data from the *Maryland National Capital Park and Planning Commission (MNCPPC)*, the actual poverty in each area is revealed in a more realistic context. The poverty is highly concentrated in the identified Target Area.

For this proposal, the data will be analyzed from the following perspectives; **(a)** by a description of the general County, **(b)** by municipalities, and **(c)** by the target areas as defined by census tract and block level data, coupled with data from MNCPPC.

The indicators for NEED in the Target Area will be:

(1) number and percentage of low income persons in the target areas, **(2)** ethnic breakdown in the target areas, **(3)** educational attainment, **(4)** school dropout rate in target area schools, **(5)** employment trends, and **(6)** number of persons in the target areas with limited English proficiency.

In *1990, Prince George's County* had 29,751 families who were eligible for services based on an 150% rate of poverty level.[1] Within *Prince George's County*, the

---

[1] *1990 Census of Population and Housing Summary, Tape File 3-A for Prince George's County*

THE TARGET AREA

The selected communities, referenced as the Target Area, within Prince George's County to be served by the UM-EOC are: *Landover, Fairmont Heights, Kentland, Dodge Park, Pepper Mill Village/Carmody Hills, Suitland/Silver Hill, Capital Heights/Seat Pleasant, Palmer Park, Coral Hills, Walker Mill, Langley Park, Chillum,* and *Adelphi.*

CHART 2

NUMBER AND PERCENTAGE OF 150 %POVERTY
TARGET AREA

P.G. COUNTY POPULATION	749,030	Under 150% of Poverty level	
Targeted Areas	Total Population	Numbers	Percentage
Landover	5,052	494	9.8
Fairmont Hts.	1,238	274	22.1
Kentland	7,967	1,401	17.6
Dodge Park	4,842	2,900	60.0
Pepper Mill Village Carmody Hills	4,815	2,399	49.8
Suitland/Silver Hill	35,111	4,362	12.4
Walker Mill	10,920	3,248	30.0
Capital Hts./Seat Pleasant	8,992	1,480	16.5
Palmer Park	7,019	1,334	19.0
Coral Hills	11,032	3,857	35.0
Langley Park	17,474	3,717	21.3
Chillum	31,309	6,419	20.0
Adelphi	13,524	3,857	28.5
TOTALS	159,295	35,742	N/A

SOURCE: MARYLAND - NATIONAL CAPITAL PARK AND PLANNING COMMISSION - JULY 1992 1990 CENSUS

The UM-EOC operations office will be located between the two segments of the Target Area and within the heart of the low-income community.

The per capita and median household income in the specific Target Area is $12,838 and $34,524 respectively, as compared to the per capita and median income in the county which is $21.772 and $48,474, respectively.

The average unemployment rate in the target area was 7.13% in 1994 which

BEST COPY AVAILABLE

was higher than both the county at 4.1 percent in 1994 and the state at 5.1 percent in 1994. Some specific segments of the Target Areas unemployment doubled that of the county and many of the target areas have unemployment rates higher than the nation's 6.1 percent.

Lack of educational attainment also contributes to the plight of persons living in the target area and serves to support the NEED for the UM-EOC. Approximately 68% (108,320) persons over the age of 18 live in the Target Area. Of this number, 26% live at or below the poverty level and would be eligible for EOC services. Approximately, 29% or 35,000, (see chart 5) do not have a high school diploma. Only nine percent (9%) have a four year college degree.

Generally, the Target Area is the most distressed area of the county. Many residents are without the means to pursue the option of furthering their education and thus, their opportunities to pursue more meaningful lives. Many residents have stopped out and/or dropped out of postsecondary educational programs because of changes in their economic circumstances. These are potential eligible participants who are placement eligible and could make the transition back to PSE programs with the intervention and services of UM-EOC. Hundreds of others have never considered postsecondary education as a option due to the lack of higher education role models in their families or communities. This is a void the UM-EOC can address in providing the proposed services to the target community.

1 Income and Poverty

Poverty reported by the general census does not reflect the concentration of poverty in certain communities within the Target Area. The 159,295 persons who live in the Target Area represent 21% of the county's population.

CHART 3

MEDIAN INCOME LEVELS/PER CAPITA BY TARGET AREA

TARGET AREA	MEDIAN HOUSEHOLD	MEDIAN FAMILY	NON-FAMILY MEDIAN	PER CAPITA
Landover	37,925	41,417	31,449	14,353
Fairmont Hts.	29,125	35,750	16,250	11,854
Kentland	33,154	35,345	25,487	11,584
Dodge Park	23,630	22,948	19,470	9,286
Pep Mill Village/ Carmody Hills	44,688	45,445	29,875	11,078
Suitland/Silver Hill	32,264	38,968	26,533	16,196
Walker Mill	37,560	42,156	25,616	13,894
Capital Hts./ Seat Pleasant	39,737	41,747	24,643	12,677
Palmer Park	32,976	34,111	28,156	11,078
Coral Hills	35,140	37,492	21,424	12,049
Langley Park	29,570	30,071	20,508	10,333
Chillum	35,993	40,356	26,282	15,255
Adelphi	34,051	40,978	29,132	17,263
AVERAGE(S)	34,524	37,445	24,987	12,838

SOURCE: 1990 CENSUS

Poverty within these areas as determined by census tract and block group analysis is reported in **Chart 2 (page 6)** under the heading "150% of Poverty Level". The density of poverty is clear. Dodge Park and Pepper Mill Village/Carmody Hills, are the two most distressed communities with rates of 60% and 49%, respectively of persons living under the 150% poverty level. Walker Mill, Kentland, Palmer Park, Chillum, and Adelphi also have significantly high concentrations of poverty ranging from 17.6% in Kentland to 30% in Walker Mill.

The three townships with the highest concentration of poverty, Dodge Park (60%) Coral Hills (35%) and Pepper Mill Village/Carmody Hills (49.8%) are ninety -six, ninety and ninety eight percent black, respectively. It is important to note that the highest concentration of Hispanics live in Langley Park and Adelphi.

BEST COPY AVAILABLE

CHART 4

NUMBER OF HOUSEHOLDS BELOW POVERTY LEVEL

TARGET AREA	FEMALE-HEADED	FEMALE-HEADED WITH CHILDREN	RECEIVING PUBLIC ASSISTANCE
Landover	197	104	70
Fairmont Hts.	100	47	62
Kentland	478	263	211
Dodge Park	521	334	193
Pepper Mill Village/ Carmody Hills	175	76	25
Suitland / Silver Hill	1,205	749	618
Walker Mill	948	628	389
Capital Hts./ Seat Pleasant	223	168	348
Palmer Park	718	396	260
Coral Hills	445	303	252
Langley Park	696	375	280
Chillum	535	277	354
Adelphi	155	90	87
TOTALS	6,396	3,810	3,149

SOURCE: 1990 CENSUS

The Target Area has a per capita income of $12,839 as compared to the rest of the county's $21,772. The major differences in these income levels bespeak the lack of educational attainment and also account for many social problems which result from limited choices and resources. The impact of these economically depressed circumstances is compounded by the fact that 6,396 households in the Target Area are headed by females who live at or below the 150% poverty level. Of these, 3,810 are female headed households with children, and 3,149 households in the target area receive Public Assistance.[3] According to 1990 Census data, Prince George's County

[3] 1990 Census

BEST COPY AVAILABLE

has 2.83 persons per households. However, that same data shows the average households in the Target Area have an average of 3.05 per household. Therefore, approximately 9,604, or 28% of 35,842 persons in the Target Area who live at or below the 150% level benefit from public assistance.

These economic conditions for a large segment of the target area underscores the NEED for the UM-EOC services in the Target Area.

2. Ethnic Breakdown

The Target Area consist of 159,295 persons: 68% are over 18 with an average age of 33; 120,227 are black; 21,687 are white; 11,769 are Hispanics, 4,756 are Asians; 595 are Native Americans; and 261 are of other races. There are 35,842 or 23% of persons within the Target Area who live at or below 150% poverty level. Additionally, 6,396 households are headed by females who live at or below 150% poverty level.

3. Educational Attainment

NEED for the UM-EOC in the Target Area is also evident from the high numbers and percentages of persons within the target area with education completion below the baccalaureate level (4 *CAR* § 44.21.(a) 2.

The UM-EOC will serve adults eighteen and older who are not enrolled in high school and/or are not participating in a Talent Search Program. Approximately 123,340 persons over eighteen years old reside in the Target Area. Thirty-five thousand one hundred and seven (35,107) of these residents have not obtained a high school diploma, and 9,730 have not completed a 9th grade education. This means that one out of three persons would not be qualified for jobs requiring a high school diploma. Many of these persons would need UM-EOC services to develop the skills, motivation, and

qualifications to acquire advanced post secondary educational training and to pursue possible educational and employment opportunities.

CHART 5

EDUCATIONAL ATTAINMENT
PERSONS 18 YEARS AND OVER

TARGET AREA	LESS THAN 9TH	9TH - 12TH NO DIPLOMA	HIGH SCHOOL (NO COLLEGE) DIPLOMA EQUIV.
Landover	128	758	1 ,520
Fairmont Heights	108	274	239
Kentland	350	1,417	2,208
Dodge Park	154	1,262	2,045
Pep Mill Village Carmody Hills	619	1,829	3,940
Suitland / Silver Hill	1,153	4,359	12,451
Walker Mill	770	2,690	5,949
Capitol Heights / Seat Pleasant	620	1,549	2,188
Palmer Park	316	1,272	1,827
Coral Hills	447	1,492	3,346
Langley Park	2,066	2,140	2,831
Chillum	2,402	5,018	11,072
Adelphi	597	1,317	5,136
TOTALS	9,730	25,377	54,852

Source: 1990 Census of Population and Housing Summary Tape file 3 a

Approximately 120,227 of the 159,295 or 75% of the total target population are black, an additional 11,769 are Hispanics. Both of these groups have been traditionally under represented in higher educational institutions. The UM-EOC can change this pattern for many Blacks and Hispanics in the target area.

According to the 1990 Census, of all the persons sixteen and over employed in Prince George's County in 1990, 77% were employed in the "professional skills occupation group". This is 8% higher that the national distribution in this occupation

BEST COPY AVAILABLE

group. The largest public employers in the Target Area are educational institutions, Prince George's Board of Education with 13,743 employees and the University of Maryland, College Park with 10,307 employees. The largest private sector employer is Giant Foods with 6,031 employees. **It is apparent that without the intervention and provisions of the services provided by UM-EOC, many of the eligible adults in the Target Area will continue to be unprepared to pursue meaningful employment in these institutions.**[4]

4. Drop-out Rates in Target Area Schools

Schools in the Target Area lose approximately 1,271 students each year as dropouts or withdrawals. Many of these students never return to school and become potential participants in the EOC The individual high schools drop-out rates have ranged from 3 to 5.34% most years between 1994-1996. However, the withdrawal rates show a different pattern, which ranged from 11.7% to 35% in the Target Area high schools. Withdrawal is defined by the public school system as ... "the number and percentage of students who transfer to other schools or who dropped out of school". [5] See Chart 6 below.

The statistics on educational attainment signal severe labor force problems for many in the Target Area . Without decisive action to improve educational levels, upgrade the skills of eligible persons and prepare young people, particularly minorities and women for the more highly skilled and professional workforce in the county , the Target Area communities will carry their educational deficiencies into the next century. The UM-EOC. will provide the support and services many in the Target Area will need to

---

[4]**Maryland Department of Labor Licensing and Regulation: Office of Labor Market analysis, Employment and Payroll, Published Monthly**

[5]**(1995 *Maryland School Performance Program Report*, *Prince George's County* Public Schools.**

break this cycle.

CHART 6

TARGET AREA SCHOOLS DROP-OUT RATES

TARGET AREA SCHOOLS	TOTAL EN-ROLLMENT	THREE PRECEDING YEAR	% FOR YEARS DROP-OUT-RATE	AVERAGE % OF DROP OUTS FOR 1994-1995	TRANSFERS AND WITH-DRAWLS # %
Fairmont High School	1,160	1993-94 1994-95 1995-96	3.65 4.26 3.39	3.74 (43/year)	219 25.9 240 28.3 208 22.7 Average 213
Suitland High School	2,733	1993-94 1994-95 1995-96	1.24 .47 .30	.67 (19/year)	282 11.7 321 13.0 347 13.6 Average 314
Forestville High School	901	1993-94 1994-95 1995-96	4.16 5.90 5.96	5.34 (48 /year)	204 25.6 316 35.0 280 31.0 Average 252
Central High School	1,376	1993-94 1994-95 1995-96	 1.32 1.18 .59	 1.03 (15/year)	90 10.8 109 12.1 152 14.0 Average 108
High Point High School	2,266	1993-94 1994-95 1995-96	4.07 5.60 4.20	4.62 (100/years	381 17.2 419 18.0 336 14.8 Average 384
TOTAL: average annual withdrawals					1,272

1995 *Maryland School Performance Program Report*, *Prince George's County* Public Schools

NEED TO ASSIST TARGET AREA RESIDENTS IN MEETING THE CHANGING EMPLOYMENT TRENDS

A. Employment Trends

The employment trends in the *Prince George's County* and in the specific Target Area also substantiate the need for the UM-EOC

Chart 7 shows that the largest single change in the private employment sector over the period 1984-1994 was in Services. The number of jobs in this occupation group in 1984 was 47,670, and in 1994 it jumped to 71,142. Areas like Construction, Manufacturing, Wholesale trades, and Retails have remained relatively unchanged. The

BEST COPY AVAILABLE

areas of Transportation, Communication and Utilities, have provided the second largest growth in employment opportunities.

Chart 7

AT PLACE OF EMPLOYMENT PRINCE GEORGE'S COUNTY 1984-1994

Industry/Private Sector:	1984	1994
Retail Trade	56,963	63,081
Services and Others	47,670	71,142
Construction	19,244	19,472
Manufacturing	11,142	11,025
Wholesale Trade	12,627	13,471
Financial, Insurance and Real Estate	9,166	13,420
Transportation and Utilities	8,453	16,106
Subtotal	164,905	207,720
Public Sector:	**1984**	**1994**
Federal Government	21,767	24,692
State Government	16,248	14,112
Local Government	21,420	26,922
Subtotal	59,435	65,726
Percent of Public Jobs	26.5	24.0
Subtotal	224,340	273,446

Source: Maryland Department of Labor, Licensing and Regulations, Office of Labor Market Analysis and Information.

The service area of employment includes a significant number of highly technical and skilled jobs related to computers and other technologies. Given the fact that one-third or 29% of the target low-income population does not have a high school diploma, this group will not be able to access many of these job opportunities.

According to the 1990 Census, of all the persons sixteen and over employed in *Prince George's County* in 1990, 77% were in the professional skills occupational groups. This is compared to 69% of jobs to persons sixteen and over in the *United States* who were in the same occupational group. The two largest public employers in the Target Area are educational institutions, *Prince George's County Board of Education* with 13,743 and the *University of Maryland, College Park* with 10,307 employees. The

BEST COPY AVAILABLE

largest private sector employer is Giant Foods with 6,031. It is apparent that without the provisions of services provided by the UM-EOC many of the eligible individuals in the Target Area will continue to be unprepared to pursue meaningful employment in these institutions. [6] The public sector job pool was been reduced by approximately 2% of the available jobs over this same decade. In 1995, the largest employer to enter the Target Area was IRS the with approximately 6,000 workers. Most positions available were high skilled jobs which shut out over 30% of the population in the Target Area due to low educational attainment and skill deficiencies. Employment in the areas of the private sector where persons may be employed have remained static over the past ten years.

The *Maryland National Capital Park and Planning Commission* in conjunction with the *Metropolitan Washington Council of Governments* forecast the employment trends through the year 2020. They have forecasted *Prince George's County* will provide approximately 150,000 additional jobs by 2020. It is expected that a large percentage of these jobs will be in the technologies areas. Without the assistance proposed by the UM-EOC for Target Area, many young people, women, and especially minorities will not be prepared for these opportunities. [7]

B. UNEMPLOYMENT IN THE TARGET AREA

The 1990 Census and the 1993 Census update reported that the average unemployment rate in the Target Area was substantially higher than the rest of Prince George's County; 7.13% as compared to 4.1% respectively. See Chart below. Of the persons 16 and older in the Target Area, only 79% are employed. The unemployment pattern was relatively equal for males and females, with 7,600 persons over 16 years not

---

[6] (*Maryland Department of Labor Licensing and Regulation: Office of Labor Market Analysis, Employment and Payroll* - (published monthly)

[7] Metropolitan Washington Council of Governments, Round 5.2. of Cooperative Forecast, March 1995).

BEST COPY AVAILABLE

in the workforce. The 7,600 persons not in the workforce would be eligible by income for UM-EOC services. Many of these potential clients would be advised, counseled, and assisted in returning to educational programs and training opportunities that would improve the quality of their lives.

CHART 8

EMPLOYMENT CHARACTERISTICS
CIVILIAN LABOR FORCE STATUS BY TARGET AREA

TARGET AREA	EMPLOYED MALES (16+)	UNEMPLOYED MALES	EMPLOYED FEMALES	UNEMPLOYED FEMALES	TOTAL EMPLOYED	TOTAL UN EMPLYED	% UN EMPLOYED
Landover	1,520	98	1,620	62	3,140	160	4.85
Fairmont Hts.	271	23	252	41	523	64	10.90
Kentland	1,959	142	2,221	181	4,180	323	7.17
Dodge Park	1,860	170	2,056	247	3,916	417	9.62
Pepper Mill/ Carmody Hills	3,367	444	4,123	247	7,490	691	8.45
Suitland / Silver Hill	10,319	572	13,054	484	23,373	1,056	4.32
Walker Mill	6,976	416	6,626	349	13,602	765	5.32
Capital Hts./ Seat Pleasant	2,075	265	2,254	167	4,329	432	10.00
Palmer Park	1,643	98	1,699	146	3,342	244	6.80
Coral Hills	2,590	345	2,830	25	5,420	596	9.90
Langley Park	4,798	285	3,670	312	8,468	597	6.59
Chillum	16,671	714	13,889	748	30,560	1462	4.57
Adelphi	9,170	382	8,298	411	17,468	793	4.34
TOTAL	63,219	3,952	62,592	3,646	125,811	7,600	7.13

Source: Maryland Department of Labor Licensing and Regulation: Office of Labor Market Analysis, (published monthly)

This unemployment pattern in the Target Area clearly indicates a NEED for the UM-EOC. However, the lack of means to care for ones basic needs, educational opportunity

BEST COPY AVAILABLE

is not an affordable option.

C. VETERANS IN THE TARGET AREA WHO REQUIRE UM-EOC SERVICES

There are several military installations in the State of Maryland and the Washington Metropolitan area in general. As a result of this fact, and the government employment opportunities available to veterans, 15,372 veterans reside in the Target Area. Eleven thousand eight hundred and twenty, (11,820) of the veterans are between the ages of 16-64, and 988 are women between the ages of 16-64. A large number of the potential clients for UM-EOC will be in this 16-64 age group and is expected to utilize the EOC services. Although no information was available on the educational profiles or educational needs of veteran, in the Target Area, the group (15,372) represents almost 10% of the target population and will most likely have needs similar to the general population in the Target Area.

It is assumed that eligible veterans reflect similar social, economic, educational profiles and have similar needs as other eligible persons of the Target Area. With that assumption, it is estimated that veterans in the Target Area have the following demographic profiles:

1. Approximately 12,808 are between the age of 16-64.
2. Approximately 9,606 are Black
3. Approximately 896 are Hispani
4. Approximately 3,536 live at or below the 150% poverty level
5. Approximately 4,459 do not have a high school diploma
6. Approximately 2,613 of those 25 and older have a college degree

Chart 8 below shows that Veterans reflected of the general population. Many of these are younger veterans from the recent Middle East conflict and not far removed from an educational settings. UM-EOC will be able to assist those who are interest in enrolling or re-enrolling in a college or university program. UM-EOC staff will be able to assist the first generation college going veteran in processing his or her application for

college and complete the veteran program's education benefit process.

CHART 9

VETERAN STATUS BY SEX AND AGE

TARGET AREAS	MALE 16-64	65+	FEMALE 16-64	65+	TOTAL
Landover	417	75	51	0	543
Fairmont Hts.	101	43	14	0	158
Kentland	709	45	23	0	777
Dodge Park	294	25	28	0	352
Pep. Mill Village/ Carmody Hills	557	70	33	0	660
Suitland / Silver Hill	3,281	506	344	18	4,149
Walker Mill	981	120	46	10	1,157
Capital Hts. Seat Pleasant	788	203	33	16	1,041
Palmer Park	454	107	27	0	588
Coral Hills	949	181	78	7	1,209
Langley Park	512	139	63	0	714
Chillum	1,886	666	204	19	2,775
Adelphi	891	302	44	12	1,249
Totals:	11,820	2,482	988	82	15,372

Source: 1990 Census

According to a "1990 Veteran Employment and Training In the Year 2000 Report", veterans have to contend with many of the same issues facing society, but most particularly the following concerns must be confronted.

1. Veterans have an over-reliance on manufacturing jobs that are declining as the service economy becomes larger.

2. The age group that the military draws from will become increasingly filled by minorities and females. Minorities will continue to have disproportionately lower educational levels and be on the lower end of the socio-economic scale.

3. Re-training needs for dislocated veteran workers and recently discharged veterans will increase through the year 2000.

BEST COPY AVAILABLE

4. Veterans increasingly will find themselves among the severely economically disadvantaged requiring support service intervention including housing and child care.

5. More and more, veterans will compete for limited federal and state employment and training opportunities.

6. Without priority services and well-coordinated support services intervention, disabled, recently discharged, minority, and dislocated veterans will be found more often among the chronically unemployed, under-employed, and severely disadvantaged. The number who drop out of the labor force will also increase.

7. Disadvantaged veterans will continue to need basic skills training and humans support services.

Although veterans in the civilian labor force enjoyed some advantages in past years, many traditional services (*e.g.* veterans' preference in federal sector hiring and Veterans Administration educational benefits) are no longer available. There is currently no national employment policy mandating services to veterans.[8]

OTHER INDICATORS OF NEED IN THE TARGET AREA

A. Limited English Speaking Ability

There is a high number of persons in the Target Area who have limited English proficiency. Those eligible persons who reside in the Target Area and desire to reenter some form of postsecondary program will be assisted by the UM-EOC. According to Chart 10 below, 5,384 persons reside in the Target Area who do not speak English very well. As a result, these persons are semi-trapped or handicapped and are unable to access to educational, social, and employment advantages and opportunities enjoyed and available to most other residents of the county and the state.

The UM-EOC will not only assist eligible persons with limited English proficiency

---

[8]**Veterans' Employment and Training in the Year 2000 (1990). Workforce 2000 and America's Veterans: A National Forum on Veterans Employment and Training Issues.**

to prepare and pursue postsecondary educational (PSE) opportunities, but will work in

CHART 10

AGE BY LANGUAGE SPOKEN AT HOME & ABILITY TO SPEAK ENGLISH

COUNTY & TARGET AREAS	18-65 SPEAK ENGLISH ONLY	18-65 SPEAK SPANISH & SPEAK ENGLISH			18-65 SPEAK ASIAN/ PACIFIC ISL. LANGUAGE & SPEAK ENGLISH			18-65 SPEAK OTHER LANGUAGES & SPEAK ENGLISH		
		VW	W	NW	VW	W	NW	VW	W	NW
P.G. COUNTY	440,526	3976	1275	1116	1405	470	243			
Landover	2,970	43	19	0	31	14	34	193	73	21
Fairmont Hts.	703	3	6	0	0	0	0	15	1	0
Kentland	4,879	118	7	0	25	0	37	147	28	6
Dodge Park	2,723	17	32	14	0	0	0	93	13	6
Pep. Mill Village Carmody Hills	3,270	18	0	7	0	0	0	41	14	0
Suitland/ Silver Hill	22,590	371	103	143	125	101	10	387	147	74
Walker Mill	6,855	113	41	45	5	0	0	73	30	33
Capital Hts./ Seat Pleasant	5,652	154	21	13	4	0	0	51	15	6
Palmer Park	4,250	27	28	9	4	8	0	49	16	21
Coral Hills	6,818	174	14	0	0	0	21	58	16	0
Langley Park	4,968	759	1182	2750	266	283	233	892	303	232
Chillum	16,002	813	445	598	239	192	79	1563	536	122
Adelphi	6,471	482	198	378	399	241	217	656	497	51
TOTAL	88,151	2992	2096	3957	1097	842	631	4218	1689	694

SOURCE: 1990 US CENSUS, DATABASE: C90 STF 3 A

collaboration with other community agencies to ensure that these clients access those services that support their aspirations to enroll and complete a PSE program.

Three thousand seven hundred and twenty six (3,726) persons with limited English speaking ability speak Spanish and reside in a section of the Target Area (Langley Park and Adelphi) where one of the satellite offices will be located. The UM-EOC has proposed specific services to address the needs of eligible clients in this area.

BEST COPY AVAILABLE

B. THE PRESENCE OF UNADDRESSED PROBLEMS IN THE TARGET AREA

Although economic conditions may encourage adults to complete a secondary educational program, there are no services in the community that assist the target population in returning or continuing in higher education. *Adult Education* programs provide no counseling for returning to a postsecondary education program or assistance with the college admissions and financial aid application processes.

There are adult education and GED classes to help adults qualify for enrollment in post-secondary education, however, there are no services which provide information and counseling about the college enrollment and postsecondary career decisions. Consequently, few of these individuals enroll in higher education.

In some cases, the services that would be most beneficial to the target population is provided in local community or four-year colleges, but require a registration fee. This additional financial cost can makes such services cost prohibited to low-income persons in the Target Area.

The following are some of the services available in the Target Area.

Literacy Programs Council of Prince George's County

- provides classes and support to adults preparing for the GED
- provides one-to-one reading assistance
- provides assistance with ESL (English as Second Language)

The Challenger Campus: (part of the Prince *George's County Public School System)*

- provides elementary and secondary school services primarily to the Foreign born families
- provides ESOL classes, counseling, and some tutoring for school age youth.

Prince George's Community College (most services by registration fees)

- provides academic enrichment and social development programs
- provides mentoring and tutoring to enrollees
- provides HIV/AIDS education programs
- provides leadership development program
- provides parenting training
- provides career/ job placement training
- provides lasting educational opportunities (eg. associate degrees)

Safe Street:

- provides youth alternative programs, including recreational, cultural and job fairs to assist youth in preparing for the workforce.

Department of Social Services:

- provides counseling
- provides welfare to work-transitional training
- provides career guidance and placement services

Department of Labor, Licencing and Regulation:

- provides unemployment counseling career network services and training,
- provides job placement counseling.

The agencies list above many of the services needed, however, the absence of information and assistance to pursue postsecondary education is quite evident. This lack of specific services for adult and youth nineteen and older in Target Area is the focus of the UM-EOC. The UM-EOC will be the only program specifically designed to provide primary Post-Secondary Educational related services to the adult population in the specific Target Area. Many of the adults within the Target Area have not had the opportunities to discuss the possibility of returning to school to get a GED or college degree with qualified personnel. The UM-EOC staff will provide this service and identify opportunities to the target communities that will make achieving postsecondary and career choice a reality.

In summary, there are more than 35,000 low-income persons in the Target Area who are eligible for the UM-E.C. services. Therefore, the projected numbers of participants that will be served by the UM-EOC is less than 5% of those eligible. There are at least 36,000 persons in the Target Area who have not completed a high school diploma and 7,000 who are unemployed and need the UM-EOC intervention and services to change the circumstances of their lives and re-enter educational institutions or enter meaningful vocational paths. The public schools in the Target Area are losing an additional 1,200 students per year to the public sector who have a high probability of not returning to school. Many of these persons are potential clients that will also need UM-EOC support to avoid the plight and cycle that has befallen so many others in the Target Area. The UM-EOC will be instrumental in making a difference in the target communities by bridging the gaps between existing services and that which is needed to place EOC participants in postsecondary educational programs.

II. OBJECTIVES

CFR 644.21 (b)

A. Objectives

The purposes of the federally authorized Educational Opportunity Center *(EOC)* are to provide participants with **(1) information** regarding financial and academic assistance available to individuals who desire to pursue a program of post-secondary education and **(2) assistance** to individuals in applying for admission to institutions that offer programs of post-secondary education, including assistance in preparing necessary applications and documents for use by institutional admissions and financial aid counselors. In short, the spirit of the *EOC* commitment is to increase the national number of citizens who are educated and socially responsible. Such a commitment, in the end, makes American communities in general, and the Nation in particular, safer, more empowered, and significantly more competitive.

The *University of Maryland Educational Opportunity Center* (*UM-EOC*) has crafted the following ambitious, challenging, yet attainable objectives as the foundation of its efforts. This section delineates the objectives, outcome and process, and their relationship to the purposes of the *EOC*. regulations.

1. **Management Objective (Process)**:

To implement effective management procedures that ensure efficient delivery of project services, federal compliance, proper expenditure of funds, and adherence to *University* policies.

2. **Identification and Selection Objective (Outcome)**:

To identify and select 1500 eligible adults by January of each which will include:
66% (1,000) low income and first generation participants,

BEST COPY AVAILABLE

80% (1,200) women or minorities,
10% (150) veterans, and or persons with disabilities,
10% (150) Speakers of English as a second Language (Spanish) and need ESL services

3. **Assessment Objective (Outcome):**

To administer need assessment to 100% of clients within thirty (30) days of their acceptance and develop an individualized *Post-Secondary Education Preparation Plan (PSEPP)* for 75 % of participants within thirty (30) days of the assessment.

4. **Counseling and Advising Objective (Outcome)**:

To provide academic, career, and personal counseling and guidance to 100% of requesting clients such that a minimum of 450 (30%) will make PSE enrollment decisions and or related careers decisions each year, and 65% of placement eligible clients will enroll year (40% the first year).

5. **Financial Aid and Post-Secondary Admissions Objective (Outcome):**

To provide comprehensive information and assistance on financial aid resources and the admission process to 100% of placement eligible clients desiring to enroll or re-enroll in a post-secondary program such that 65% will enroll is such a program each year, (40% the first year).

6. **GED Assistance Objective (Process):**

To provide referral assistance such to 100% of clients who need a GED or other High School equivalencies to an appropriate program.

7. **Language Assistance Objective (Process)**:

To offer classes (ESL), workshops, and language related services on a quarterly basis to 100% of eligible clients with limited English speaking abilities (speaks English as a Second Language) on a quarterly schedule such that 60% indicate by survey improved English proficiency.

8. **Placement Objective (Outcome)**:

To enroll at least (40%) of the placement eligible *EOC* participants in a post-secondary program the first year, and 65% each successive project year.

B. Stated Objectives with Relationship to Purpose

Stated Objectives	Relationship to purpose
1. Management Objective (Process): To implement effective management procedures that ensure efficient delivery of project services, federal compliance, proper expenditure of funds, and adherence to *University* policies.	This objective ensures that an efficient system is in place to successfully carry out the purposes and objectives of the EOC Effective management procedures which is based on sound, ethical, and legal practices will ensure that eligible clients, regardless of personal characteristics, backgrounds, or beliefs receive information about and assistance with the admission and financial aid processes.
2. Identification and Selection Objective (Outcome): To identify and select 1500 eligible adults by January of each year which will include: 66% (1,000) low income and first generation participants, 80% (1200) women or minorities, 10% (150) veterans, and or people with disabilities, and 10% (150) Spanish speaking persons who speak English as a second Language and will need ESL services.	This is step one in meeting the overall purposes of EOC. A plan that informs the community, generates interest, and facilitates the selection of eligible clients is foundational to the purpose of serving low income and first generation participants. More than 10,000 target area residents will receive some form of information on the UM-EOC services and objectives. Additionally, this objective ensures that the project is committed to serving veterans, minorities, women, dislocated workers, and people with disabilities, all of whom have been historically under-represented in higher education.
3. Assessment Objective (outcome): To administer need assessment to 100% of clients within thirty (30) days of their acceptance and to develop an individualized PSEPP for 75% of clients within 30 days of assessment.	This objective will be the basis for all services provided to the clients. By implementing this objective the program

	makes more efficient use of resources to ensure that information and necessary support services are available to each client. This objective also provides a basis for measuring program effectiveness on an annual basis.
4. Counseling and Advising Objective (Outcome): To provide academic, career, and personal counseling and guidance to 100% of requesting clients such that a minimum of 450 (30%) will make PSE enrollment decisions and or related careers decisions each year, and 65% of placement eligible clients will enroll year (40% the first year).	The ability to effectively assist participants will depend in large part on the quality of the comprehensive service plan developed by the EOC staff. This objective ensures that participants have an opportunity to enhance decision-making skills, and arrive at career and postsecondary choices in an informed manner. The counseling program will ensure that needed guidance on secondary school re-entry or entry to a General Education Diploma (GED) program or other alternative education programs for secondary school dropouts is available to eligible participants.
5. Financial Aid and Post-Secondary Admissions Objective (Outcome): To provide comprehensive information and assistance on financial aid resources and the admission process to 100% of placement eligible clients desiring to enroll or re-enroll in a post-secondary program such that 65% will enroll is such a program each year, (40% the first year).	This objective represents the central purpose of the EOC and will ensure that clients receive information about financial aid and admissions and assistance in completing the application for both. Not to do so would be inconsistent with the letter and spirit of the legislative mandate.

6. GED Assistance Objective (Process): To provide referral assistance to 100% of clients who need a GED or other High School equivalencies to an appropriate program.	For many eligible potential clients, who left secondary school without obtaining a high school diploma, completing the GED is a critical link to ensure that eligible clients have the best opportunity to pursue their educational and/or career ambitions.
7. Language Assistance Objective (Process): To offer classes (ESL), workshops, and language related services to 100% of clients with limited English speaking abilities (speak English as a Second Language) on a quarterly schedule such 60% report improved English proficiency.	This objective is critical to a significant number of the potential eligible clients who speak English as a second language. Without this objective many eligible persons will not understand the information distributed by EOC and will not be able to fully access or benefit from services provided by UM-EOC. This objective commits UM-EOC to designed services to prepare clients for successful completion of postsecondary or career options that should result from participation in the UM-EOC
8. Placement Objective (Outcome): To enroll at least (40%) of the placement eligible *EOC* participants in a post-secondary program the first year, and 65% each successive project year.	Placement is the final test of whether the program funds have been spent effectively, whether the Outcome Objectives have been met, whether the staff has been effective and whether the purposes of the EOC have been achieved. This objective serves as a benchmark, and places a continuous reminder before staff of the mission of EOC.

BEST COPY AVAILABLE

III. PLAN OF OPERATION

A. Plan To Inform The Community — **CFR 34 644.21 C (1)**

1. ***The Plan to Inform the residents, schools and community organizations in the target area of the goals, objectives, and services of the Project and the eligibility requirements for participation in the Project.***

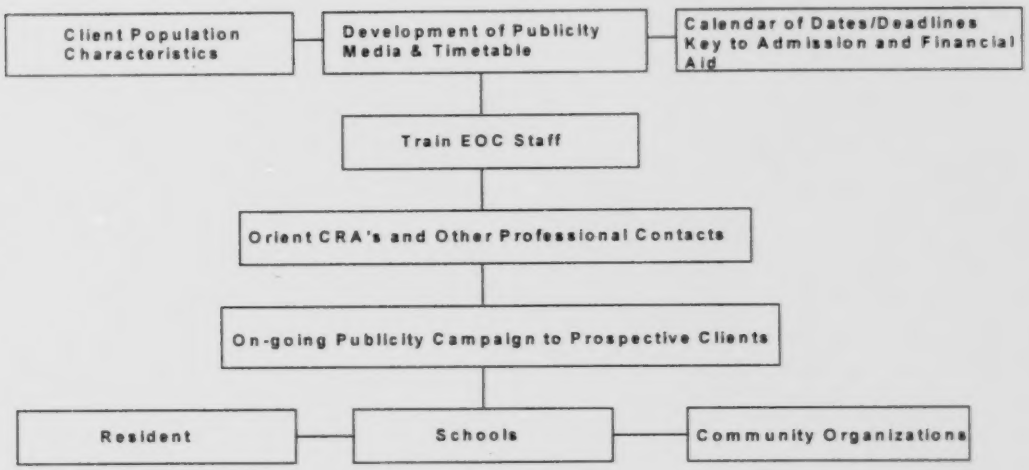
The *University of Maryland Educational Opportunity Center's* publicity campaign is both comprehensive and focused. In developing materials and training personnel to conduct on-going advertisement of the *Project*, *EOC* administrators will **(1)** consider salient characteristics of the Target Area's population and geography as well as **(2)** factor in critical dates/deadlines which will shape the development of our advertising materials and approaches, and **(3)** drive the timing of publicity and scope of contacts.

After training our *EOC* staff, service programs will be offered to our *Community Resource Agents/Agencies (CRAs)*, professionals in both state and private agencies, educational administrators, career offices, and other organizations which will together build and maintain a network of client referrals. These in-service programs will acquaint other professionals with the goals, objectives, and services of the *University of Maryland - Educational Opportunity Center*, and the eligibility requirements for clients' participation in the project. They will also have the aim of extending cooperation and information among agencies and groups in order to optimally serve *EOC* clients on an on-going basis.

Figure 2 below represents a schematic plan of the **PUBLICITY CAMPAIGN**

BEST COPY AVAILABLE

Figure 2 PUBLICITY CAMPAIGN PLAN


Client Population Characteristics
Development of Publicity Media & Timetable
Calendar of Dates/Deadlines Key to Admission and Financial Aid
Train EOC Staff
Orient CRA's and Other Professional Contacts
On-going Publicity Campaign to Prospective Clients
Resident
Schools
Community Organizations

2. Publicity Plan

For many prospective *EOC* clients, the initial knowledge of the project will not result from a visit to an institution of post-secondary education. Instead, it most likely will be from community agencies that address many other needs in the Target Area, i.e., Department of Social Services, Department of License and Regulations, Maryland Capital Park and Planning, Churches Medial , etc. Information will be distributed in an effort to meet the potential clients where they live. Prospective first-generation adult participants can be intimidated by or feel out-of-place on a college campus. In addition, most college offices do not remain open on evenings or weekends when employed adults can make appointments without having to take off time from work. Community settings such as places of worship, clubs, public schools, veterans and union halls, and other meeting areas in the community

BEST COPY AVAILABLE

may prove more comfortable to clients and encourage their attendance at information and other service-oriented sessions.

Within the target region, many prospective *EOC* clients come from families in which college is viewed as either impractical or unattainable. *EOC* publicity--whether in the form of print materials, television or radio spots, presentations, software or videos--needs to address with clarity the direct employment and economic benefits persons derive from the acquisition of a college degree and other post-secondary education. The materials will include or portray people like prospective clients in post-secondary educational settings. They will reflect the ethnic and racial backgrounds of various subgroups within the target population. They will include portrayals of veterans and persons with disabilities and will feature both men and women at work in area businesses and industries in positions for which a college degree is a prerequisite. Some media will be written or spoken in Spanish, others may be signed or made available in Braille.

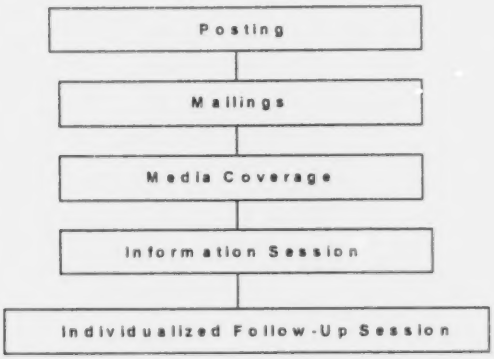
The *UM-EOC's* publicity campaign will consider the calendars of the colleges and universities, vocational schools and other training programs, within the target region, as well as those of the agencies which provide support or services to adult learners--agencies such as the *Division of Vocational Rehabilitation*, *Human Services, Unemployment Compensation*, the *Prince 's George's County Social Services Programs*, and the *Veteran's Administration.*

Admission and financial aid deadlines, along with respective institutions' academic calendars and other factors will play a part in scheduling of *EOC* presentations, television and radio appearances or spots, and placement of newspaper and electronic advertisements. The *EOC* publicity will assist clients in achieving a comfortable entry into a college or university. This means that a person will find financial aid available, assistance with course selection, potential housing concerns addressed, assistance with

3. Publicity Flow Chart

Figure 3 below represents the **PUBLICITY FLOW CHART**

Figure 3 - PUBLICITY FLOW CHART



arrangements of dependent care and transportation. It also means the participant will find an on-campus academic advisor ready to assist with his or her post-secondary transition.

Approximately five weeks before an Information Session, the *UM-EOC* mission, objectives, location, and date(s) of special events and activities and location of Information Session(s) will be placed in strategic sites within the Target Area. i.e., libraries, human service agencies, schools, veterans associations .

- Three to four weeks, before the Information Session clients in the area may receive brochures or flyers on the session when receiving Food Stamps, unemployment checks, veteran's information, county extension and refugee association newsletters, social security income, or other mailings.

- Two weeks before and through the day (or evening) of the Information Session,

BEST COPY AVAILABLE

public service announcements on radio, television, cable television community bulletin boards, e-mail and announcements in local newspapers would remind prospective clients of the upcoming event if accepted by media organizations.

- Information Sessions will take place in facilities that are accessible to persons with disabilities.

4. **Eligibility Requirements**

Eligibility requirements which will be communicated to target areas are:

Eligibility Factors	**Secondary Factors**
1. Low Income status	1. Recommendation letters
2. First generation status	2. Interview performance
3. Age (19+)	3. Written statement
4. Veteran's status	
5. Unable to be serviced by Talent Search (less than 19)	
6. Overall established need for *EOC* services (academic, financial or motivational.)	
7. Citizenship or residency status.	

B. Plan To Identify and Select Participants

CFR 34 644.21(c) (1)

The *UM-EOC* will operate on a "first come, first-served" basis. To identify eligible participants, applications will be reviewed on a rolling basis in the target area. Eligible applicants who qualify will be admitted and served. Sites listed in Section A of "Plan of Operation" will be encouraged to refer clients.

UM-EOC will accept no less than two-thirds of clients who are low-income individuals and potential first generation college students. We will accept no client under 19 unless

they have successfully proven that they cannot be served by a *Talent Search Program*. Furthermore, UM-EOC will not endorse clients receiving services from another funded Federal Trio project, nor will *UM-EOC* serve clients from another funded *Federal Trio* project. There will be no age limit for eligible veterans to obtain service from UM-EOC.

Decisions will be guided by the following:

Eligibility Factors	**Secondary Factors**
1. Low Income status	1. Recommendation letters
2. First generation status	2. Interview performance
3. Age (19+)	3. Written statement
4. Veteran's status	
5. Unable to be serviced by *Talent Search* (less than 19)	
6. Overall established need for *EOC* services (academic, financial or motivational.)	

Citizenship or residency status.

The *Associate Director* is responsible for making the final decision on all applicants.

B-1 represents the activities that will be implemented to successfully execute the plan to identify and select participants.

B1. IDENTIFICATION AND SELECTION OBJECTIVE (Outcome):

To identify and select 1500 eligible adults by January of each year to include:

66% (1000) of the clients will meet both income and educational criteria.
80% (1200) of the clients will be women or minorities,.
10% (150) of the clients will be veterans.
10% (150) of client will be Spanish speaking, most of whom will need ESL services.

ACTIVITY TO ACCOMPLISH OBJECTIVE	RESPONSIBLE PERSONNEL	TIME SCHEDULE TO COMPLETE OBJECTIVE	RESOURCES NEEDED TO ACHIEVE OBJECTIVE	METHOD(S) OF VERIFICATION AND MONITORING	ANTICIPATED OUTCOME(S)
Inform communities in target area of *UM-EOC* goals and mission	**(1)** *Director* **(2)** Associate *Director* **(3)** Educational Specialists	Continuous information campaigns	*EOC* staff, university publications office; office equipment; community leaders; referral agencies	Records of meetings, presentations, copy of brochures, flyers, newsletters, posters, etc., and media	Services, goals and objectives, activities, eligibility criteria made available to a minium of 10,000 persons per
Notify secondary and alternative schools' dropout programs, colleges, religious centers, community leaders, volunteers, and referral agencies of planned activities and target dates	**(1)** *Director* **(2)** *Associate Director* **(3)** *EOC* Staff	Continuous information campaigns	***(1)*** *EOC* staff, admissions and financial aid officers **(2)** Office equipment **(3)** Community Resource directories	Group presentations, brochures, flyers, letters, newsletters, electronic billboards and other mechanisms	A pool of 1500 potential clients will be identified, reviewed and selected. Reserve pool of 200 created , target and community is knowledgeable of EOC purpose
Disseminate/Receive and Process Applications	*EOC* Staff	On-going	**(1)** Application **(2)** Community Resources Directory **(3)** Office Equipment	Staff meetings Application distribution log	Identification of eligible applicants and a pool of persons interested in the program

ACTIVITY TO ACCOMPLISH	RESPONSIBLE PERSONNEL	TIME SCHEDULE TO COMPLETE OBJECTIVE	RESOURCES NEEDED TO ACHIEVE OBJECTIVE	METHOD(S) OF VERIFICATION AND MONITORING	ANTICIPATED OUTCOME(S)
Determine eligibility of clients.	(1) *Associate Director* (2) *EOC* staff	Ongoing	*EOC* staff Client application w/ documentation, recommendations , & data from schools.	Review of eligibility & Information listed on application	1500 eligible clients are identified and selected each year . A pool of 200 applicants created each quarter and maintained .
Select participants from pool.	(1) *Associate Director* (2) *EOC* staff	Ongoing	*EOC* staff; recommendations, data from schools	Certificate of Admission is sent to clients with orientat-ion and other information	1500 participants selected, notified and enrolled by April each year.
Enroll program participants.	(1) *Associate Director* (2) *EOC* staff	Ongoing with heaviest enrollments in June/July and in Nov./Dec.	*EOC* staff	Records kept of all enrollment files created	Participants are notified, enrolled.
Conduct New Client Orientation Seminar.	*Associate Director*	Within 30 days of acceptance in *EOC*.	*EOC* materials.	Orientation sign-in sheet placed in each file.	Clients will have copy of EOC expect-ations, services and participant's responsibilities.

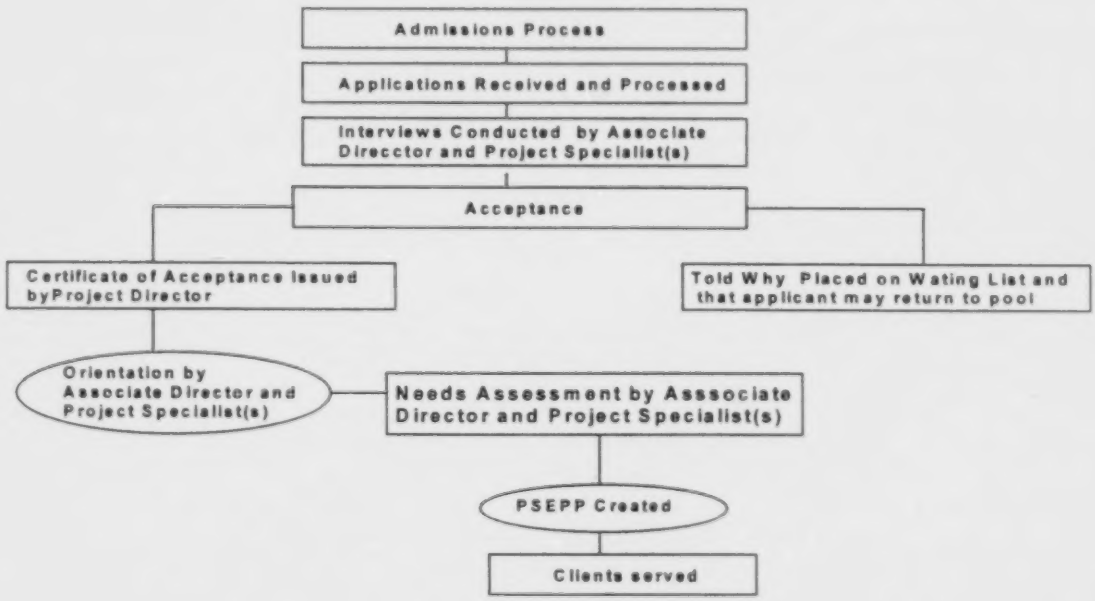
BEST COPY AVAILABLE

Applications will include standard personal data (name, residence, phone numbers, veteran's status, career and academic interests); educational background (high school, GED, some college, training); language abilities; income status; request for references and a statement explaining why the applicant wishes to receive services from *UM-EOC*.

The following eligibility information must be submitted before applications are reviewed: (1) proof of citizenship or residency; (2) proof of age; (3) proof of low income via tax papers, payroll documentation or other relevant income documentation; (4) indication of potential first generation status; (5) proof of veteran's status; (6) proof that service cannot be provided by Talent Search (if less than 19).

Once applications have been reviewed by project staff for all requested materials and supporting documents, the admissions process in **Figure 4** will be used to select those who are qualified from the pool of eligible applicants:

Admission Flow Chart- Figure 4


Admissions Process
Applications Received and Processed
Interviews Conducted by Associate Direcctor and Project Specialist(s)
Acceptance
Certificate of Acceptance Issued byProject Director
Told Why Placed on Wating List and that applicant may return to pool
Orientation by Associate Director and Project Specialist(s)
Needs Assessment by Asssociate Director and Project Specialist(s)
PSEPP Created
Clients served

BEST COPY AVAILABLE

To ensure that clients are accepted without regard to race, color, national origin, gender or disability, the following principles and practices will be adhered to in the *UM-EOC* for recruitment purposes and daily operations:

1. All brochures and applications will bear the following statement in a highly visible format:

   > *"UM-EOC believes in Equal Opportunity. The University of Maryland Educational Opportunity Center does not discriminate on the basis of gender, sexual orientation, race, color, political affiliation, national or ethnic origin, or disability in the administration of its acceptance policies, educational programs or other administered services and activities."*

2. The Application will request only that personal information necessary to determine the eligibility of each client without regard to race, disability and other organizational affiliations. After the participant has been selected, more comprehensive information will be collected by use the "Diversity Data Form (DDF)".

3. No application will be reviewed until it is complete.

4. When recruitment information is disseminated to the community, the *Project Director* will ensure that the *UM-EOC Community Mailing List* reflects the diversity of the community. As a result, the *Project Director* will always ensure that reasonable efforts are made to reach all populations, especially those who have been traditionally under represented in higher education.

5. UM-EOC recruitment eligibility requirements and solicitation process will be filed with the EEO in accordance with University polices.

6. The UM-EOC will make annual EEO reports in compliance with the University Equal Employment Opportunity requirements.

7. All public announcements on the Program will be in compliance with federal program regulations and the university's EEO policy.

BEST COPY AVAILABLE

C. Plan To Assess Clients Needs

CFR 34 644.21 (C) (3)

Project Specialists cannot accurately or effectively measure clients' progress or make appropriate referrals or decisions about clients if they have not first determined what the client needs are.

Project Specialists will be charged with determining the individual needs of the each client within 30 days after the client acceptance. It is important to note that needs may change; therefore, *the Post Secondary Education Preparation Plan(PSEPP)* may change at any point given the progress of each client. For example, a client may began needing and receiving academic assistance/tutoring for two or three sessions, then, by determination of the tutor or other program staff, it concluded that the client needs "Language Assistance". Therefore, a revised *PSEPP* may include more tutoring or referral to a program specializing in English as a Second Language.

*PSEPP*s will be designed based on client results on the following needs analysis instruments:

1. ***Financial Analysis:*** Documents showing income which were also used to determine eligibility will be used to determine need for college financial assistance. Assistance will be provided in identifying financial aid resources and completing financial aid and related forms (e.g., FAFs).

2. ***Academic Analysis:*** Review and evaluation of high school transcripts; *UM-EOC* General/Multi-Discipline Diagnostic Test; GED, TOEFL, or other standardized test scores; or college transcripts will be used to determine need for academic assistance. The *Project Specialists* will need to make careful observations for learning disabilities to discover whether a learning disability may be the cause of academic problems. In this case, the client would be referred to the appropriate testing agency in the community for follow-up; this, too, could modify the *PSEPP*.

3. ***Career Preference Inventory:*** Administration and analysis of a career Self-Directed Search, Occupational Inventory, or *Personality Inventory*, which measures career interests and provides personality profiles as they relate to occupational strategies. Its indicate what follow-up career instruments to administer to clients during one-on-one contact or other workshops focused on career development.

4. ***Work Experience Analysis:*** Prior work experience will be evaluated to identify vocational interests. If clients have delayed or not pursued any post-secondary plan, an assessment will be made to match work interest/goals with an appropriate formal educational program. This will also serve as an indication of whether or not there is a need to teach the client proper work etiquette, and/or communication skills, or to increase their exposure to local places of business in their vocational area.

5. Clients may be given a series of specific "I need..."questions, which are derived from **"The Comprehensive Needs Assessment Package Instruction Booklet"** published by Prescott Publishing in 1992. Sample need assessment questions include: "I need to develop study habits", "I need to receive guidance in selecting academic courses", "I need to develop a better attitude toward learning", "I need to understand how courses I am taking relate to my career plans"; "I need to understand how courses I am taking relate to my career plans"; "I need to learn how to manage my time so that personal, academic and extra-curricular activities are balanced." Based on these answers, specific needs will be identified and incorporated into the *PSEPP*.

C1 delineates activities that will be implemented to execute the plan to ASSESS the clients. Total client success will be driven by well-designed *Post Secondary Education Preparation Plans (PSEPPs)*.

BEST COPY AVAILABLE

C1. ASSESSMENT OBJECTIVE (PROCESS):

To administer needs assessment to 100% of clients within thirty (30) days of acceptance and to develop an *individualized Post-Secondary Education Preparation Plan* (PSEPP) for 100% of clients within 30 days of the assessment.

ACTIVITY TO ACCOMPLISH OBJECTIVE	RESPONSIBLE PERSONNEL	TIME SCHEDULE TO COMPLETE OBJECTIVE	RESOURCES NEEDED TO ACHIEVE OBJECTIVE	METHOD(S) OF VERIFICATION AND MONITORING	ANTICIPATED OUTCOME(S)
Identify clients.	**(1)** *EOC* Admissions Review Committee (ARC) **(2)** *Associate Director* **(3)** *Project Specialist(s)*	Continuously until recruitment objectives are met.	*Project Specialist* staff; Office equipment; client applications and supporting documents.	**(1)** Admissions Review meetings with the *Director.* **(2)** Weekly preparation of Client Admissions Reports (CARs).	**(1)** 1500 eligible clients will be selected. **(2)** A pool of 200 reserve applicants will be maintained.
Conduct a needs assessment seminar for clients to administer a battery of tests.	**(1)** *Associate Director* **(2)** *Project Specialist(s)* **(3)** *Consultants*	Within 30 days of selecting clients.	**(1)** Testing and assessment instruments: i.e. Occupational, Needs, Academic, Financial, Language, etc. **(2)** Space	**(1)** Clients must sign-off on completion of seminar. **(2)** A PSEPP will be on file for every client.	A clear documentation of client needs and a specific plan to meet those needs will be created.
Determine need(s) of *EOC* clients.	**(1)** *Associate Director* **(2)** *Project Specialist*(s)	Ongoing	*Project Specialist*(s)	Academic profile for client including diagnosis & individualized plan.	Affirm eligibility of pool with all documentation
Post-Secondary Education Preparation Plans (PSEPPs) will be created for each client and will specify identified needs: Financial, Academic, Admissions, Personal Growth, Career, English as Second Lnguage, etc.	**(1)** *EOC* Staff **(2)** *Associate Director*	Within thirty (30) days of needs assessments.	*EOC* staff and results of needs tests.	Each client will have PSEPP on file.	**(1)** Clients will participate in specific activities to meet their needs. **(2)** Significant client achievement and post secondary enrollment.

FORM 1

UM-EOC

NEEDS ASSESSMENT CHECK-OFF SHEET

Participant Name:_____

FINANCIAL AID: **CAREER ADVISEMENT:**

• General Information	■ Research Career Options
• Requesting Forms	■ COPS Occupational Interest
• Liaison with RAO	■ Eureka Quest
• Completing Forms	■ Corresponding School/Major Options
• Meeting Deadlines	■ Vocational Training

APPLICATION/ADMISSIONS/GENERAL COLLEGE INFORMATION:

• General Information	■ Choosing a College
• Admissions Procedures	■ Requesting Admissions Appl.
• Completing Admissions Appl.	■ Meeting Admissions Deadlines
• Housing Information	■ Special Needs
• Special Programs (EOP, EOPS)	■ Understanding Catalogs
• Transfer to Four-Year School	■ Enrollment Fee Waivers

VOCATIONAL AND ACADEMIC SKILLS TRAINING:

• Adult High School Diploma Track	■ GED Testing
• Continuing Educ. Center o Vocational o Adult Basic Ed.	■ E.S.L. Classes
• Training	■ Learning Disabilities Testing
	■ GED Prep Classes

Specify:_____

COMMUNITY NETWORK REFERRAL NEEDED:

• SAT/ACT Tests	Tutoring Psych. Counseling
• ESL Classes	O Mentoring Medical Treatment
• Health Counseling	O Veterans Benefits O Childcare
• AFDC/General Relief	O Food Banks O Transportation
• Housing	

Others +/or Comments: (Need For Services)_____

_____

_____

Form 2
UM-EOC

POST-SECONDARY EDUCATIONAL PREPARATION PLAN (PSEPP)
(Please use another sheet if necessary.)

Today's Date: _____/_____/_____ Acceptance Date: _____/_____/_____

Check here if this is a revision: [__]

Client: _____ SSN: _____
Project Specialist Assigned: _____

ASSESSMENTS ADMINISTERED/CLIENT NEEDS			
ASSESSMENT	DATE	RESULTS	SERVICES RECOMMENDED

Client Signature: _____ Date: _____/_____/___

Project Specialist: _____ Date: _____/_____/___

Associate Director: _____ Date: ____/_____/_____

D. Plan To Provide Services

CFR 34 644.21 C (4)

EOC staff will plan activities and services which respond to needs and overall programmatic objectives. Activities and services will be offered through individual or group sessions.

The following section of service objectives delineate activities that will be implemented to execute the plan to provide services to clients:

D1. **COUNSELING AND ADVISING OBJECTIVE (Outcome):** To provide academic, career, and personal counseling and guidance to 100% of requesting clients such that a minimum of 450 (30%) will make PSE enrollment decisions and or related careers decisions each project year; and 65% of placement eligible clients enroll in a PES program each year (40% the first year).

ACTIVITY TO ACCOMPLISH OBJECTIVE	RESPONSIBLE PERSONNEL	TIME SCHEDULE TO COMPLETE OBJECTIVE	RESOURCES NEEDED TO ACHIEVE OBJECTIVE	METHOD(S) OF VERIFICATION AND MONITORING	ANTICIPATED OUTCOME
Use the PSEPP, a diagnostic tool, meet with clients on a regular basis to counsel and advise on needs area(s): financial aid, admissions, academic, career, etc.	**(1)** *Associate Director* **(2)** *Project Specialist(s)* **(3)**Community resources	On-going basis.	**(1)** PSEPP **(2)** *EOC* **(3)** *Project Specialist*(s) **(4)** Office space	**(1)** Clients must sign-off on each session. **(2)** Specialist must complete and file Client Contact Form (CCFs). **(3)** Program evaluations and client surveys.	**(1)** 85% of Clients will report by survey satisfaction with counseling services. **(2)** 90% of clients will use one or more services. **(3)** Program goal attainment.
Refer clients to appropriate community agencies for further assistance and guidance: social services, unemployment, services, child care centers, GED offices, & external college and university admissions, financial aid offices, etc.	**(1)** *Associate Director* **(2)** *Project Specialist(s)* **(3)** *Community Resource Agents* (*CRA's*)	As need after counseling and advising session and throughout enrollment in the program.	**(1)** PSEPP, **(2)** *EOC* **(3)** *Project Specialist*, **(4)** Community Resource Directories, **(5)** Higher Education Resource Directories, **(6)** computer research software **(7)** CCFs.	**(1)** Specialist follow-up with clients. **(2)** Program evaluations and client surveys.	75% of Clients will report satisfaction with referral.
Assist client develop education and career goal.	Program Specialists	Four months after acceptance	1) PSEPP 2 Project specialists 3) EOC	documentation of educ and career maintained in client file	75% of client will develop Ed. And Career plans
Provide workshops and individual counseling in the following areas: .self-concept .motivation .Interpersonal skills	**(1)** Program Specialists **(2)** Information Dissemination **(3)** Workshops **(4)** One-on-one Sessions **(5)** Follow-up	**(1)** Monthly **(2)** As needed	**(1)** Class rooms **(2)** Supplies **(3)** Instructor **(4)** Evaluation material.		75% of participants who attend workshop will rate the workshop as helpful.

FORM CHART 3

UM-*EOC* PSEPP

COUNSELOR'S SERVICE PROGNOSIS FORM

Participant's Name:_____

GPA_____ Test scores: Sat_____ Other_____

ACT _____ Other_____

Financial Status:_____

Academic Track:_____

Academic Goals:_____

Academic Potential:_____

Career/Employment Goals:_____

Special Interests:_____

Motivational Factors:_____

Special Factors/Obstacles:_____

Referral Agency Input:_____

What program will prepare this student/client to benefit from our *UM-EOC* post-secondary program Services?

Comments:_____

_____

_____

_____

D2. FINANCIAL AID AND POST-SECONDARY ADMISSIONS OBJECTIVE(Outcome):

To provide information and assistance on financial aid resources and the admission process to 100% of placement eligible clients desiring to enroll or re-enroll in a post-secondary program such that (65%) will enroll is such a program each year, (40%) the first year). (Placement Eligible: person dropped or stop for financial reasons)

ACTIVITY TO ACCOMPLISH OBJECTIVE	RESPONSIBLE PERSONNEL	TIME SCHEDULE TO COMPLETE OBJECTIVE	RESOURCES NEEDED TO ACHIEVE OBJECTIVE	METHOD)S) OF VERIFICATION AND MONITORING	ANTICIPATED OUTCOME
Collect & develop materials about financial aid options: **(1)** federal & State Programs **(2)** School Aid (scholarships, Work programs, loans) **(3)** Organization/ Community Individual Aid Programs	**(1)** *Associate Director* **(2)** *Project Specialist* **(3)** computers	Ongoing and June & July of each year	**(1)** *EOC* staff **(2)** Supplies **(3)** Budget	**(1)** Accurate & up-to-date information from all financial aid sources; **(2)** materials developed to inform public. **(3)** Request Log for information to support activities.	**(1)** Financial aid information will be available to 100% of client seeking it. **(2)** Resource Center will be established and maintained in each satellite center.
Collect & develop information on academic support services: **(1)** *EOC* support services **(2)** Schools' support services **(3)** Community Resource Agents **(4)** Other support services	**(1)** *Director* **(2)** *EOC Specialist* **(3)** *Associate Director*	June/July	**(1)** *EOC* staff **(2)** Supplies **(3)** budget	**(1)** Accurate & up-to-date information from all schools & education programs, including pre-college GED materials developed to inform public. **(2)** Maintain a Request Log for information to support activities.	Academic support services information is available throughout the target area within three months of the program beginning.
Disseminate information, pamphlets, mailings, fliers.	**(1)** *Associate Director* **(2)** *EOC* staff	August & January	**(1)** *EOC* Specialist(s) **(2)**Supplies **(3)**Budget	Staff meetings Logs with distribution dates.	Clients will verify how they were informed of services for monitoring of publicity effectiveness.

ACTIVITY TO ACCOMPLISH OBJECTIVE	RESPONSIBLE PERSONNEL	TIME SCHEDULE TO COMPLETE OBJECTIVE	RESOURCES NEEDED TO ACHIEVE OBJECTIVE	METHOD(S) OF VERIFICATION AND MONITORING	ANTICIPATED OUTCOME
Conduct financial aid workshops throughout the target area	**(1)** *Project* Staff **(2)** Admissions Offices **(3)** Financial aid officers	June, July - November & January each year.	**(1)** *EOC* Staff **(2)** Admissions Officers **(3)** Financial aid officers.	**(1)** Workshops publicized **(2)** Attendance monitored **(3)** Client evaluations completed	Four financial aid & admissions workshops will be conducted each year.
Conduct admissions application work-shops throughout the target area to assist with instructions and completion.	**(1)** *Project* Staff **(2)** Admissions Officers	Quarterly, June, July, November, and January each year	**(1)** *EOC* Staff **(2)** Admissions Officers **(3)** Financial aid Officers	(1) Workshops publicized **(2)** Attendance monitored **(3)** Client evaluations completed	Workshops are offered, enabling clients to meet admissions deadlines and successfully complete
Conduct one-on-one counseling & advising sessions for financial aid and/or admission applications assistance.	*Project* Staff Computers	Ongoing and as needed.	**(1)** *EOC* Staff throughout the target areas **(2)** Space in target areas **(3)** Satellite	Counseling Record	One to one sessions provide to 100% of placement eligible clients who requested it.
(1) Clients will re-ceive three newsletters annually. **(2)** Admissions and financial aid information will be readily available in a Resource Library.	*Project* staff	Fall, Spring and Summer	**(1)** Budget **(2)** Office equipment **(3)** Admissions and Financial Aid Materials	**(1)** Copies of newsletters **(2)** Existence of Recourse area	Clients will be knowledgeable about EOC services and deadlines for admission materials.
Monitor client admission and financial aid Application processes.	*Project* Staff	On-going, consistent with financial aid & school admission deadlines.	**(1)** Staff **(2)** CIARs	**(1)** Monitoring system will be computerized **(2)** FAX information or submit Information on disk format **(3)** records of numbers and name of person applying to	*Projected* number of 40% placement eligible clients will be enrolled in pse first year with record on file; 65% enrolles each successive project

D3. GED ASSISTANCE OBJECTIVE Process) :

To prove referral assistance to 100% of clients who need a GED or other high school equivalencies to an appropriate program.

ACTIVITY TO ACCOMPLISH	RESPONSIBLE PERSONNEL	TIME SCHEDULE TO COMPLETE OBJECTIVE	RESOURCES NEEDED TO ACHIEVE	METHOD(S) OF VERIFICATION AND	ANTICIPATED OUTCOME(S)
Application materials and PSEPPs will be reviewed to determine need for GED referrals.	**(1)** *Associate Director* **(2)** *Educational Specialist*(s)	On-going	Client Application Computers	**(1)** Notation in participant file based on PSEPP **(2)** Roster of students needing GED.	100% of students with GED need will be referred.
GED and other alternative equivalencies will be available to clients through newsletters and one-on-one contact.	**(1)** *Associate Director* **(2)** *Educational Specialist(s)*	On-going and as needed	**(1)** Community Resource Directory **(2)** Community College GED Resource materials	**(1)** Resources file **(2)** News Letter **(3)**Files **(4)**Notation in student file	100% of students who need GED will be referred
Send letters to individuals referred	*Project Staff*	On-going	*EOC* staff time Computers	Records of all correspondence on file.	100% of clients who need GED are referred.
Conduct workshops for GED preparation.	*Project Staff*	July & January of each year	**(1)** *EOC* **(2)** GED Preparation Materials	Records of all correspondence on file.	Clients needing GED will attend workshops.
Assist clients with support services: **(1)** Test taking **(2)** Self--esteem	*Project Staff*	Ongoing	**(1)** *Project* Staff **(2)** Supplies	CIARs (*Client Information and Achievement Records*)	Academic support for GED will be available to 100% who need said services
Referral to tutorial services and learning centers in post-secondary programs where the individual has been admitted/or is seeking admissions.	*Project Specialist*(s)	*Project Specialist*	Directory of post-secondary institutions	CIARs will verify referrals	Clients will use there services as needed to maximize their success.

D4. LANGUAGE ASSISTANCE OBJECTIVE Process) :

To provide ESL classes and workshops, and language related services to 100% of the eligible clients with limited English speaking abilities and (speaks English as a Second Language) such that 60% will indicate by survey improved English proficiency.

ACTIVITY TO ACCOMPLISH OBJECTIVE	RESPONSIBLE PERSONNEL	TIME SCHEDULE TO COMPLETE OBJECTIVE	RESOURCES NEEDED TO ACHIEVE OBJECTIVE	METHOD(S) OF VERIFICATION AND MONITORING	ANTICIPATE OUTCOME
Review application materials and PSEPP to determine need for ESL intervention	*Project Specialists*	With-in 30 days of PSEPP	**(1)** Documentation of attendance **(2)** Roster of need for ESL	CIARs will have proper documentation.	Clients will receive ESL Services
Offer Clients an opportunity to attend a series of workshops focused on improving their skills.	*Project Specialists*	On-going	Roster of participants with need.	Documentation of attendances	Workshops will be attended by 50% of student identified for ESL services.
Plan and implement ESL classes	*EOC* Staff	Quarterly	Language Examinations; space; writing utensils; audio and visual aids; textbooks, Computer.	Documentation of attendance	50% of ESL students who attended will satisfactory completeness of class.
Clients will be given pre and post-tests to measure their level of progress.	*Project Specialists*	Quarterly	**(1)** testing material **(2)** instructional material **(3)** space **(4)** Language Specialist		60% of ESL clients who attend will report by survey improved English proficiency.

D5. PLACEMENT OBJECTIVE (Outcome):

To enroll at least 40% of the placement eligible participants in a post-secondary program the first year and 65% each successive project year.

ACTIVITY TO ACCOMPLISH OBJECTIVE	RESPONSIBLE PERSONNEL	TIME SCHEDULE TO COMPLETE OBJECTIVE	RESOURCES NEEDED TO ACHIEVE OBJECTIVE	METHOD(S) OF VERIFICATION AND MONITORING	ANTICIPATED OUTCOME
Disseminate information on college admissions and financial aid	*Project Specialists*	On-going	**(1)** Newsletter **(2)** Higher Education Directories **(3)** College catalogues **(4)** Financial aid Materials	Documented in newsletters and client records.	100% participants to receive information to make college admission on decision
Assist clients with completion of admission application	*Project Specialists*	Consistent with deadlines of post-secondary institutions	**(1)** Admissions application **(2)** Clients' supporting documents **(3)** Space	Documentation on client contact forms (CCFs).	100% clients who request application completion assistance will receive it.
Assist clients with completion of financial aid applications	*Project Specialists*	Consistent with deadlines of post-secondary institutions	**(1)** Financial aid applications **(2)** Supporting documents **(3)** Space	Documentation on client contact forms (CCFs)	100% clients who request assistance will receive it.
Take clients on college visits.	*Project Specialists*	Quarterly	**(1)** Budget Request **(2)** Transportation	Documentation on client contact forms (CCFs).	Take approximately 150 clients to in-state and 30 to out-state college tours each year.
Provide clients with information on-campus support services	*Project Specialists*	Upon clients' enrollment in a post-secondary institution	Higher Education directories	Documentation in CIARs and CCFs.	100% students who request information will receive it.
Monitor client progress	*Project Specialists*	At least twice a year	**(1)** client records. **(2)** client surveys. **(3)** client academic transcripts.	Documentation in CIARs and CCFs.	Student tacking forms will be maintained to up date on regular basis.

E. Plan To Ensure Proper And Efficient Administration

CFR 34 644.21 (C)(5)

MANAGEMENT OBJECTIVE (PROCESS):

To implement effective management procedures that will ensure efficient delivery of project services, federal compliance, proper expenditure of funds, adherence to University policies.

1. Efficient Management

The *University of Maryland, College Park EOC* is administratively a part of the *Academic Achievement Programs (AAP)* which is the administrative office for two Trio Programs, — *Student Support Services (SSS)* and the *Ronald E. McNair Post-Baccalaureate Achievement Program (McNair)*, — as well as two state supported programs, - *Intensive Educational Development (IED)* and the Academic Support For Returning Athletes Program (ASRAP). The *Academic Achievement Programs* is managed by a seasoned administrator with 30 years of Trio experience and 26 years as an administrator at the *University of Maryland, College Park*. The *Executive Director* of AAP will is also direct *the* UM-EOC and all other programs under the administrative umbrella of (AAP). An *Associate Director* will be employed to manage the day to day activities of the *EOC*, will report directly to the *Executive Director* of *AAP* for the effective and efficient management of the *Educational Opportunity Center*.

The *AAP* Director reports to the *Associate Vice President of Academic Affairs and Dean of Undergraduate Studies* (*see organizational chart infra) and will be vested with appropriate authority to manage all aspects of the UM-EOC.*

The primary fiscal management, administrative record keeping, oversight, monitoring and evaluation of the *UM-EOC* will be the responsibility of the office of the *Director*. The management responsibilities of the *UM-EOC* will flow directly from the *University*. The programmatic day to day operations of program activities and service delivery will take place in the communities from the operations office located in the Target Area. The *UM-*

EOC will maintain an operational office in the primary Target Area, Landover, Maryland. The *EOC* will also have satellite office spaces in public agencies, eg. *Department of Social Services, Unemployment Office and Challenger Campus* located within the various part of the Target Areas. The Challenger Campus was chosen particularly for its access to Hispanic participants.

The *UM-EOC* will work in coordination and collaboration with *the Prince George's Community Services Coalition (PGSC)*. The *PGSC* is a county based non-profit Corporation with a Board of Directors comprised of representatives from various countywide community service organizations, and agencies. *See the schematic on the next page for a pictorial of the operation design of the EOC*:

Community Service Coalition will provide at least one-member to the *UM-EOC* Advisory Board. It will also serve as the Liaison with the community organizations and agencies to promote and publicize program services, assist with the acquisition of resources and implementation of program activities with agencies that make-up the Coalition.

ORGANIZATION CHART - FIGURE 5

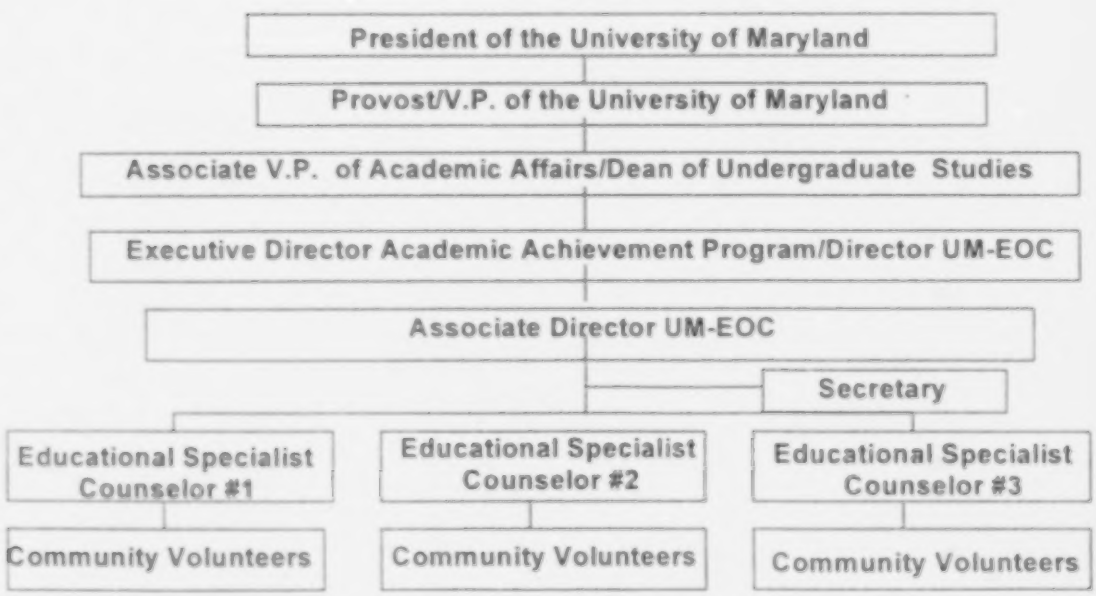
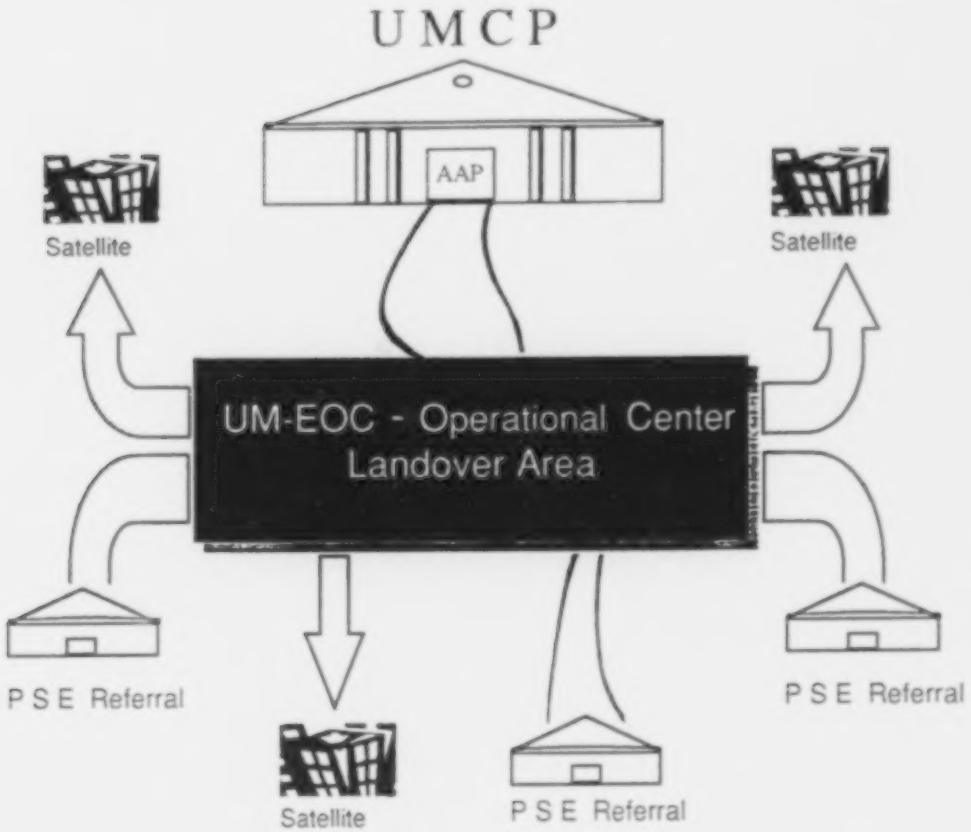

President of the University of Maryland
Provost/V.P. of the University of Maryland
Associate V.P. of Academic Affairs/Dean of Undergraduate Studies
Executive Director Academic Achievement Program/Director UM-EOC
Associate Director UM-EOC
Secretary
Educational Specialist Counselor #1
Educational Specialist Counselor #2
Educational Specialist Counselor #3
Community Volunteers
Community Volunteers
Community Volunteers

Figure 5A
Operational Design Schematic



ACRONYMS:

UMCP - University of Maryland, College Park

AAP - Academic Achievement Programs

UM - EOC - University of Maryland - Educational Opportunity Center

P S E Referral - Post-Secondary Education Referral

The Organizational Placement of the *EOC* within the *Academic Achievement is show in the chart above. EOC within* (AAP) is four (4) levels from the *Presidents' Office* in the *Division of Academic Affairs*. The design of the program and the management strategies, which operates in coordination and collaboration with a visible and successful Community Services Coalition, will enhance staff's ability to utilized their expertise effectively within the community to serve the target population. The *Associate Director* will supervise the staff in the operational office, serve as liaison to the communities, and manage the day to day activities of *EOC* to ensure that eligible participants' needs are met.

The *Associate Director* will meet with the *Director* on a bi-weekly basis to plan and report on-going progress on all program activities.

The *Director* is vested with the authority to effectively manage all aspects of the Program. Specifically, the *Director* is responsible for, planning, budgeting, staffing, program development, program compliance, monitoring, and maintaining all record keeping of the fiscal and programmatic operations of the programs.

The *Director* will appoint an eight to ten (8-10) person *UM-EOC Advisory Board* composed of community representatives from the target areas, one program participant, university officials and other TRIO-type programs representatives. The Board will provide assistance and advice to the *Director* and staff on how to best address the needs of the Target Areas, to assist with acquisition of community resources, to serve on the external review committee, and to enhance effectiveness of recruitment/ identification and selection strategies.

number, recorded and maintained in the *Director*'s office. Each requisition will be recorded chronologically in a ledger with the date, vendor, category of expenditure, and the amount of each expenditure will be recorded at the time of obligation. In cases where an expense posting is automatic, i.e., telephone, state car usage and postage charges, the assignment of a requisition number will be made upon receipt of the monthly statement of charges and the charge properly recorded.

The *University* will also employ a central computer-based accounting system. The system will record the posting of every expenditure when a program obligation is paid. A monthly report of these charges will be maintained by the Program. The *Comptroller's Office* maintains the information electronically and is accessible at anytime by the *Director*'s office. The *EOC Director* will review these charges with the *Assistant Director for Administration* of the *AAP* (who will provide in-house accounting of *EOC* Funds) and *Program's Administrative Assistant* on a quarterly basis to cross-check all expenditures against the in-office ledger and electronic data base.

4. Participants/Clients

Pursuant to EDGAR Section 75.730 & 31, The program will maintain sufficient records to document the program's activities and compliance with regulations and legislation governing the *Educational Opportunity Center*. The records relative to participants will be maintained by the counselors/advisors who are the primary custodian of participants' records. The counselors/advisors will maintain records on demographic characteristics, college and/or post-secondary placement, counseling and related services provided to each participant.

The participant' files will be maintained in the operational center office in *Landover, Maryland* under the general supervision of the *Associate Director of EOC*. Once files are closed or the student has been placed in a post-secondary program the participant's files will be transferred to the *University* administrative office which is *AAP*.

CHART 11

STAFF TIME COMMITMENT

EOC Staff	Source of Funding			
TITLE	Number	% of Time	State	Federal
Director	1	25%	90%salary	10%
Counselor/Associate Director	1	100%		5%
Education Specialist/Counselor (Senior)	1	100%		5%
Counselor/Advisor	2	100%		5%
Administrative Assistant I (see)	1	100%		
Work Study Students		3% varies	100%	

The state will support 90% of the *Director's* salary for the *Educational Opportunity Center.* The Staffing pattern presented above represents the primary staff that will paid by and is involved with all the activities and services provided by the UM- *EOC* to participants.

2. **Financial Management**

The *Program Director* is the only party with budget authority over grant funds. As such, the primary financial management processes are established and maintained in the *Director's* office. All expenditures must be reviewed and approved in accordance with the grant approval and allowable cost. Financial decisions relevant to expenditures of grant funds must also be guided by the appropriate cost principles, fiscal accountability procedures, and policies of the *University* and the *United States Department of Education.* To this end, these processes will ensure fiscal control, proper disbursement of and accounting for federal funds. The following processes, procedures, and documentation practices are in place and stringently adhered to by the Program staff.

3. **Fiscal Management Practices**

Pursuant to Sections 75.730 of EDGAR, the UM-EOC Director maintains a dual check and balance system of all program expenditures. All expenditures will be assigned a requisition

The Program will employ a computerized-based recordkeeping system during this grant cycle. The computer database record will be driven by a uniform data collection instruments the Client Information and Achievement Records Forms (CIARs), developed by the program which will be employed by the program and each staff member engaged in delivering program services to clients. The specific database used to automate and manage this data will be Paradox and/or Excel data management system.

The purpose of maintaining records related to Program requirements is to assure that proposed services are provided and federal funds are used for eligible participants in compliance the grant approved application and Federal Regulations. The purpose of maintaining records on performance is to assist in evaluating the success of the Program in providing the proposed services, and to ensure that the purposes of *EOC* (a) providing information with/respect to financial aid, academic assistance, and assistance with admission to post-secondary programs are met. Additionally, the database on services to participants will be used to develop the Program and change objectives or services delivery strategies where necessary and appropriate.

5. Personnel Management

Personnel management decisions will be governed by the *University of Maryland's Personnel Policy and Procedures* for associate and clerical staff where appropriate. The staff will be identified and selected in accordance with the *Equal Employment Opportunity Policy of the University*.

The staff will report to the *Associate Director of EOC*. The *Associate Director* and *Director* will meet twice per month to discuss program progress, issues, program development and participants concerns. The *Director* will meet with all *EOC* staff once per month. Each staff person reports on his or her areas of service and places questions or concerns before the entire staff for group input. The purpose of this meeting will be to access the progress toward

meeting objectives, to project planned activities and to resolve any programmatic issues.

The *Director* is generally responsible for setting annual performance goals and conducting performance reviews with each staff person. However, the responsibility for staff Performance Review of staff who report directly to the *Associate Director* will be delegated to *Associate Director.*

Each staff person is hired based on their expertise to provide services in the specific area. The staff person is trained/oriented in the program and the *University* within the first two months of employment. He or she is expected to perform their duties and responsibilities professionally, be an active contributor and team player in ensuring that participants provided appropriate, equitable and professional services at all times.

6. Coordination with Other Projects For Disadvantaged

The *University of Maryland, College Park, EOC* will work closely with the *University of Maryland, College Park Talent Search Program* to provide services to eligible *Talent Search Parents* and family members nineteen and older. The Talent Search program serves 850 students, most of whose parents reside in the target area. Additionally, the *Department of Social Services,* and *Office of Unemployment* have agreed to provide an office within the agencies which will allow Social Service and Unemployment clients to be referred directly to the *EOC* staff. The *Department of Social Services* serves approximately 40,000 clients per year and Department of Unemployment serves approximately 6,000 clients in the *Landover Office.* These offices will serve as major referral sources for the UM-*EOC.*

BEST COPY AVAILABLE

7. Management Timeline

EDUCATIONAL OPPORTUNITY CENTER PARTICIPANTS ACTIVITY CHART												
ACTIVITIES	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Recruiting, Counseling Workshops	x	x	x	x	x	x	x	x	x	x	x	x
ACT/SAT Preparation Workshops	x	x						x	x			
College Entrance Exam Preparation Workshops	x	x			x	x			x	x		
Financial Aid Workshops				x	x	x	x					
Post-Secondary Access Workshops	x	x	x	x	x	x	x	x	x	x	x	x
Study Skills and Test Taking Workshops			x	x				x	x	x		
College Visitations					X					x		
Functions of the Center Publicized Through Media	x	x	x	x	x	x	x	x	x	x	x	x
Staff Contacts with Community Groups & Agencies	x	x	x	x	x	x	x	x	x	x	x	x
Dissemination of Information to Perspective Center Participants	x	x	x	x	x	x	x	x	x	x	x	x
Initial Interview, Registration of Participants	x	x	x	x	x	x	x	x	x	x		
Needs and Skills Assessment			x	x			x	x				
Financial Aid, Career Guidance and Admission Assistance	x	x	x	x	x	x	x	x	x	x	x	x
Career Counseling and Planning	x	x	x	x		x	x	x	x	x	x	
Academic Advising and Course Selection	x	x	x	x	x	x	x	x	x	x	x	x
Participant Follow-up					x				x			x
Language Skill Workshops	x	x			x	x			x	x		

8. WAIVER FOR REQUIREMENT OF FULL TIME

The University of Maryland, College Park , pursuant to CFR 34 644.32 (d) (3) request a waiver of the requirement for a full time director of the UM-EOC. This waiver is requested for the following reasons:

BEST COPY AVAILABLE

1. The director is responsible for several similar programs, both state and federal funded. If the EOC program is funded it will complement the other programs and provide greater access to the University for EOC participants.

2. Coordination would be maximized by the these various but similar activities being administered by the same fiscal agent for these activities.

3. Many of the administrative functions of the EOC, Student Support Services and the Ronald E. McNair programs naturally overlap and can be effectively and efficiently handled by a single director.

4. This approach also makes the high cost of administration more affordable since the University is paying 90% of the Director's salary.

5. The Director is long time and respected member of the University's community and the Target community and would bring substantial credibility to the UM-EOC.

For these and related reasons, this waiver is requested.

IV. Applicant And Community Support

CFR 34 644 21 C 5

A. Adequacy of Resources Committed By Applicant

The *University of Maryland, College Park* is located within eight miles of the center of the Target Areas. Approximately 60% of eligible population will reside on eastern side of the EOC main administrative office on campus and approximately 40% is reside on the western side of the campus. The *University of Maryland, College Park* is the Flagship campus of the state Higher Educational System. The Educational opportunities available to students and the public are unlimited, with major libraries on campus with combined holdings of over 2,000,000 volumes, more than 19,000 current periodicals, special collection on microfilm, and microfiche, etc. The *University's* academic programs are varied and numerous with 79 master's programs and 72 doctoral programs of study.

The *University of Maryland* will make available the undergraduate and graduate libraries to any *UM-EOC* participant. More specifically, the University of Maryland will provide: (1) 90% of salary of *Director*; (2) 10% of the salaries of the Director's Secretary and *Assistant Director of Administration for the Academic* Achievement Program for their administrative support to the grant in the main office, (3) the *University* will also provide the *Director's* office space, central office filing space , file cabinets, and the (4) computers used by the *Director* and secretary in the administrative office. The *UM-EOC* staff will have one-on campus office work area, within AAP suite, for consultation, administrative work and etc. The other offices of UM-*EOC* will be located in the programmatic operational center situated in the Target Area. A summary of *University of Maryland's* support and commitment to the *EOC* is outlined below.

BEST COPY AVAILABLE

(a) **Actual or Equivalent Dollar Commitment**

1. $15,000 of *Director*'s salary for the 25% time on grant,
2. $ 5,000 in associated benefits on the director's salary for the grant,
3. $ 2,000 (10%) of *Director* Secretary (not on grant) for support & grant administration.
4. $ 3,500 (10%) of *Assistant Director for Administration* of *AAP* - who handles Budget & Personnel matters .
5. **$12,000 Supplement to the grant for grant operational expenses.**
6. $56,000 indirect cost variance normally charged to grants with off-campus operation (8% indirect as opposed to usual 26%).

Total estimated equivalent dollar commitment by the host institution **$98,000**

(b) **Space:**

1.	*Director* office	300 sq ft
2.	Secretary and Record /file space	200 sq. ft
3.	One EOC staff office work space	100 sq ft.

(c) **Equipment:**

1. *Director*	Computer Printer Phone	1. Fax 2. Computer software 3. IBM - typewriter 4. *EOC* file cabinet
2. *Director* Secretary	Computer Printer Phone	5. Copying machine 6. Audio visual equipment

(d) **Other Support/Services by University**

- Access to Campus Libraries
- Access to Campus Media
- Access to Campus Motor Pool -Vehicles for out reach
- Access to group health plan for *EOC* employees

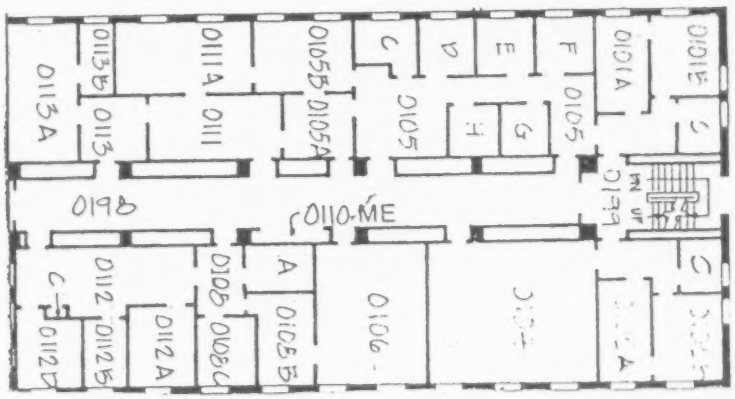
-Access to University benefits options, including tuition remission

B. Facilities

The facilities used by the UMCP-*EOC* will include the primary administrative offices at College Park, within AAP, and the Operational Offices located in the Target Area (Landover area).

Figures 7 below shows the office to be used by the *Educational Opportunity Center, Director* and Secretary on the Campus. Figure 8 shows the office space to be used in the Target Area as the "operation center" where most of the programmatic functions will occur. Each staff person providing counseling services will have a confidential work area in which to conduct counseling activities. The space associated with the UM-*EOC* on-campus will include, the *Director*'s office, the Secretary office and lobby area, and one *EOC* Staff office. *See highlighted area on Figure 7.*

Figure 8- On-Campus Office Floor Plan



C. Community Support

The Community has been very receptive to the potential *UM-EOC* and has made

BEST COPY AVAILABLE

significant commitments to ensure the possibility and success of *EOC* in *Prince George's County*. The *Um-EOC* will depend on Satellite Offices in various locations in the Target Areas to maximize access to the neighboring communities in those areas. The following is a summary of the support provided by various community agencies.

1. **Community Services Coalition (CSC):**
   - Make office space and equipment available *EOC* staff when working in or near the CSC office site.
   - Assist with acquisition of no cost furniture, computers, and office equipment from community providers.
   - Provide at least one person to serve on the advisory board.
2. **Prince George's County Council**
   - Promote program services to community
   - Assist with acquisition of affordable office space for the operations center
   - Make available space for special work shops and programs activities when held in areas where the space is on the county's inventory.

3. **Prince George's School System**
   - Access to school facilities for class and workshop activities

4. **Department of Labor-Employment Office**
   - Satellite office space
   - Desk
   - Phone
   - Access to copy equipment

5. **Challenger Campus**
   - Satellite office space
   - Desk
   - Phone
   - Access to copy equipment

BEST COPY AVAILABLE

6. **Department of Social Services**

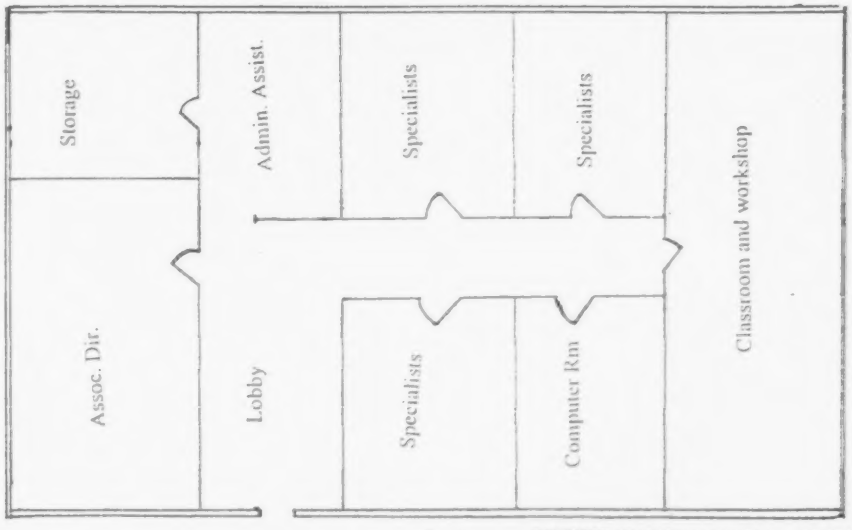
- Satellite office space
- Desk
- Phone
- Access to copy equipment

See the Letters of Support below:

1. Dr. Robert Hampton, *Associate Provost and Dean*
   University of Maryland, College Park
2. Mr. Wayne Curry, *County Executive*
3. Ms. Dorothy Bailey, *Chairperson County Council*
4. Ms. Terry Lawlah, *Director*
   Community Service Coalition
5. Ms. Karen Lynch, *Director*
   Department of Social Services
6. Ms. Paulette Brown, *Director*
   Department of Labor-Employment Office
   Landover, Maryland
7. Mr. William Leith, Director of Financial Aid
   University of Maryland ,College Park
8. Dr. Linda Clement, Assistant Vice President
   Director of Admissions,
   University of Maryland, College Park

Figure 9

PROPOSED TARGET AREA WORK SITE



BEST COPY AVAILABLE

UNIVERSITY OF MARYLAND
OFFICE OF THE ASSOCIATE PROVOST FOR ACADEMIC AFFAIRS
AND DEAN FOR UNDERGRADUATE STUDIES

September 30, 1997

U.S. Department of Education
600 Independence Ave. S.W.
Portal Building
Suite 600D
Washington, D.C. 20202-5249

Re: Educational Opportunity Center

Dear Project Reviewer:

I am writing to voice my enthusiastic support for the University of Maryland's proposal to establish an Educational Opportunity Center (EOC) that would serve 13 communities in Prince George's County. I am confident that our Academic Achievement Programs has the experience and expertise to make the EOC a success. Jerry Lewis, the programs' director, is a veteran TRIO programs director and is deeply committed to the project's goals and success.

The university, which is the flagship institution of the University System of Maryland, is based in Prince George's County and located near the areas we propose to serve. Many of our students come from Prince George's County and the fact that it is also our home makes it imperative that we not only recognize the educational and economic challenges some of its residents face but that we assist those who are trying to improve their own and their family's situations.

The county has experienced significant demographic and economic changes over the last years. The 13 targeted communities have braved those changes with harsher results than most. As the proposal documents, income, employment, and dropout rates are worse in these communities than in the rest of the county. In addition, these communities offer no services that provide adults who wish to enter or reenter postsecondary education with the information and resources they need to achieve their goals.

Our campus' superb libraries would be among the resources available to participants in the program. In addition to the two community EOC offices, we would maintain an office on campus. The university has committed $98,000 to the project to help cover salary, benefits, administrative support, and operational costs.

TRIO programs have a long and successful history on our campus. The Academic Achievement Programs, along with Upward Bound, the Math and Science Regional Center, and Educational Talent Search, have done much to make higher education accessible to the widest possible segment of the population. The Educational Opportunity Center would be a natural extension of these efforts.

I believe this is a timely and wise proposal, and I urge you to look on it favorably.

Sincerely yours,

Robert L. Hampton
Associate Provost for Academic Affairs
and Dean for Undergraduate Studies

RH:me

2130 MITCHELL BUILDING • COLLEGE PARK, MARYLAND 20742-5245 • (301) 405-9363 • FAX: (301) 314-9896 • TTY: (301) 314-8428

UNIVERSITY OF MARYLAND AT COLLEGE PARK

OFFICE OF UNDERGRADUATE ADMISSIONS

September 30, 1997

U.S. Department of Education
Director of Federal Trio Programs
Washington DC 20202-5279

Dear Proposal Reviewer:

This letter is in support of the University of Maryland's Educational Opportunity Center application.

We are excited by the opportunity to be participants in this program. In support of this program, the Office of Undergraduate Admissions will provide training on the college admission process and will conduct other outreach related to the college transition process in the surrounding communities. We believe this is a tremendous opportunity to achieve our goal of making higher education more accessible.

If you have any additional questions, please feel free to contact me at (301) 314-8350.

Sincerely,

Linda Clement

Linda Clement
Assistant Vice President
and Director of Undergraduate Admissions

LC:rmh

MITCHELL BUILDING • COLLEGE PARK, MARYLAND 20742-5235 • (301) 314-8385 • FAX (301) 314-9693

UNIVERSITY OF MARYLAND AT COLLEGE PARK

OFFICE OF STUDENT FINANCIAL AID

September 30, 1997

U.S. Department of Education
Director of Federal Trio Programs
Washington, DC 20202-5279

Dear Proposal Reviewer:

This letter is in support of the University of Maryland's Educational Opportunity Center application.

As Director of the Office of Student Financial Aid, I am excited at the opportunity to be a participant in this program. In support of the program, our office will lend the necessary staff to provide financial aid workshops and conduct other outreach in the surrounding communities. We view this as a tremendous opportunity to help us achieve our goal of making a higher education affordable.

If you have any questions or require additional information, please contact me at 301-314-8281.

Sincerely,

William D. Leith
Director
Student Financial Aid

WDL:lg

BEST COPY AVAILABLE

0102 LEE BUILDING • COLLEGE PARK MARYLAND 20742 • (301) 314-8313 • FAX:(301) 314-9587 • umfinaid@umdacc.umd.edu

Prince George's County Public Schools

14201 SCHOOL LANE
UPPER MARLBORO, MARYLAND 20772

September 24, 1997

JEROME CLARK
Superintendent
952-6008

ROBERT E. SLADE
Deputy Superintendent
952-6331

LOUISE F. WAYNANT
Deputy Superintendent
952-6241

JAMES W. BEALL
Chief Divisional Administrator
Budget, Finance & Management
952-6081

PATRICIA P. GREEN
Chief Divisional Administrator
Pupil Services
952-6360

STERLING MARSHALL
Chief Divisional Administrator
Personnel
952-6020

R. RAY OGDEN
Chief Divisional Administrator
Supporting Services
952-6520

JUDITH E. SHEEHAN
Chief Divisional Administrator
Outreach and Communications
952-6018

LEROY J. TOMPKINS
Chief Divisional Administrator
Instruction
952-6381

Dorothy F. Bailey, Chair
Community Services Coalition of Prince George's County
9201 Basil Court, #270
Largo, Maryland 20774

Dear Dorothy:

Prince George's County Public School System is pleased to support your collaboration with the University of Maryland for a grant to establish an Educational Opportunity Center (EOC) in Prince George's County. Your application will provide post-secondary education as well as training information and assistance for persons who want to return to school in an alternative setting.

As we consider the technological changes facing our future, it is imperative that innovative educational opportunities become available to all our citizens, particularly young adults. Corporate America must address growing deficiencies in the workforce. It is our responsibility as educators to provide skilled employees to help meet the challenges of tomorrow. Alternative learning programs such as an EOC can greatly assist us in this regard.

It is vital that we offer our assistance in making this plan for educational training a reality. The public school system can offer curriculum resources, meeting room space, and possible access to computer equipment in our OASIS sites.

The Educational Opportunity Center can be a valuable resource for our non-traditional students and to the greater community. We are truly excited to be a part of your vision for our County's future. Thank you for the opportunity to participate.

Sincerely,

Jerome Clark

Jerome Clark
Superintendent of Schools

COMMUNITY SERVICES COALITION OF PRINCE GEORGE'S COUNTY

September 24, 1997

Federal Trio Programs
United States Department of Education
600 Independence Avenue, S.W.
Washington, D.C. 20202-5249

RE: Educational Opportunity Center

Dear Project Review:

Community Services Coalition of Prince George's County (CSC) is pleased to work in collaboration with the University of Maryland to establish an Educational Opportunity Center (EOC) in Prince George's County. CSC is dedicated to improving the quality of life for all Prince Georgians by employing networking strategies to generate interaction, collaboration and strategic partnering to execute prevention programs throughout the county.

The EOC will offer postsecondary education and training information to low-income and first generation adults. In addition, it will offer individual counseling, client specific needs, and a plan designed to assist in a successful training program. In keeping with the Philosophy of CSC, EOC will offer an innovative, non-traditional, approach for students seeking a higher education.

CSC will commit to creating the community linkages necessary to support the goals and objectives of EOC. Additionally, CSC will promote the EOC program within the target community as well as its own constituency.

As Director of CSC, I have agreed to serve on the Advisory Board of the UM-EOC to lend support to facilitate the effective and efficient operation of the EOC.

Without reservation, Community Services Coalition of Prince George's County supports the mission and ideals of the EOC and look forward to collaborating with the University of Maryland to make this project available to the residents of Prince George's County.

Sincerely,

Terry Lawlah

Terry Lawlah, Director
Community Services Coalition of
Prince George's County

7186

9201 Basil Court, #270, Largo, MD 20774 • (301) 925-9280 • Fax: (301) 925-6558

THE PRINCE GEORGE'S COUNTY GOVERNMENT

OFFICE OF THE COUNTY EXECUTIVE

Wayne K. Curry
County Executive

September 24, 1997

Federal Trio Programs
United States Department of Education
600 Independence Avenue, S W.
Washington, D.C. 20202-5249

Re: Educational Opportunity Center

Dear Program Reviewer:

Thank you for the opportunity to provide a letter of support for the grant application to establish an Educational Opportunity Center (EOC) in Prince George's County. This project, while addressing your department's goal for lifelong learning, also will promote self-sufficiency for citizens within certain targeted communities in Prince George's County. The proposed training available through EOC for lower income and first generation college students would be most welcome.

I commend this collaborative effort between the Community Services Coalition of Prince George's County and the University of Maryland to address the demand for employable workforce skills. Both agencies provide valuable services in education and training throughout the County. As Prince George's County prepares for the future, our local government embraces each opportunity to enhance the quality of life for our citizens. EOC has the potential for excellent success in our community. It is my pleasure to support this important program. I look forward to the establishment of EOC in Prince George's County.

Sincerely,

Wayne K. Curry

Wayne K. Curry
County Executive

BEST COPY AVAILABLE

14741 Governor Oden Bowie Drive, Upper Marlboro, Maryland 20772
(301) 952-4131
TDD (301) 925-5167

Prince George's County
DEPARTMENT OF SOCIAL SERVICES
Henry L. Gunn, III
Director

Tel: (301) 422-5000
Hearing Impaired: (301) 779-2179

805 Brightseat Road, Landover, Maryland 20785-4723

September 26, 1997

Ms. Dorothy F. Bailey, Chair
Community Services Coalition
of Prince George's County
9201 Basil Court, Suite 270
Largo, Maryland 20774

Dear Ms. Bailey:

The Department of Social Services, Prince George's County, is pleased to support your collaboration with the University of Maryland for a grant to establish an Educational Opportunity Center (EOC) in Prince George's County. Your application will provide post secondary education and training information and assistance for adults who want to return to secondary or post secondary school.

As we consider the welfare reform changes and the impact in our community, it is imperative that innovative educational opportunities become available. Alternative learning programs can greatly assist in the transition from welfare to self-sufficiency for the individuals we serve.

The Department of Social Services is willing to assist you in making this plan a reality. We are anticipating a relocation of our services to the Landover Mall area in the future. Centrally located in Prince George's County, this site would be ideal for an EOC. In addition, our Department can provide technical assistance in service-delivery to welfare recipients.

The Educational Opportunity Center can be an effective means for developing new skills for many current or former welfare recipients. We are truly excited to be a part of your vision for our future. Thank you for the opportunity to participate.

Sincerely,

Karyn T. Lynch
Acting Director

PRINCE GEORGE'S COUNTY GOVERNMENT

(301) 952-3690

Hearing Impaired
TDD 301/925-5167

FAX 301/952-3238

DOROTHY F. BAILEY
Chair
County Council

September 24, 1997

Federal Trio Programs
United States Department of Education
600 Independence Avenue, S.W.
Washington, D.C. 20202-5249

Re: Educational Opportunity Center

Dear Project Reviewer:

On behalf of the Prince George's County Council, it is a pleasure to learn of the potential establishment of the University of Maryland Educational Opportunity Center (EOC) in Prince George's County. Members of the County Council enthusiastically support the expansion of educational services to our citizens.

As a former educator, I look forward to having EOC as an important resource for the many eligible families and individuals in our community. The County Council can support this program by promoting the services to our constituents. We can also provide assistance in identifying space for special events to carry out the program objectives.

My commitment as a Council Member to improving the quality of life through educational advancement is sincere. Additionally, as Chair of the Community Services Coalition, I agree to serve on the Advisory Board of the University of Maryland-Educational Opportunity Center.

The Prince George's County Council is excited to be a part of this vision for our County's future. Thank you for the opportunity to participate.

Sincerely,

Dorothy F. Bailey
Council Chair

89

D. Adequate Staff Support and Other Resources

The staff already in place for the *UM-EOC* have a combined 40 years of Trio program experience. The purposed staff will have experience and backgrounds similar to that the program participants and will have the appropriate academic credentials and relevant work experiences to carry-out the program objectives.

The *Admission* and *Financial Offices* at the University of Maryland have already committed staff to assist workshops, (see their letters of commitment) are committed to *EOC* and will conduct workshops for *EOC* participants throughout the target area and or on-campus. *Undergraduate Studies*, the *Academic Unit* in which the program will be housed, has created in-house computer resource staff-service unit and that staff expertise will be available to assist the *EOC* staff when necessary.

V. QUALITY OF KEY PERSONNEL (644.21 (e)

INTRODUCTION

The job descriptions and curriculum vitae for the *UM-EOC* personnel are listed on the following pages. The only staff presently employed is the person who will serve as the *Project Director*. All full-time professional staff members will have a minimum of a baccalaureate degree and most will have completed at least a master's degree. The specific qualification required of each staff person is provided by the job descriptions. The details of the *Project Director's* qualifications are outlined in the enclosed resumes.

The *Director* has directed Trio programs for 29 years. The *program director* has successfully written proposals for *Talent Search, Upward Bound, McNair* and *Student Support Services and has serve consultant capacity for all of the Trio programs.*. The *Director* has also served as chairperson of the *National Training Authority for TRIO Personnel, and consultant and lecturer/trainee on Trio Legislation and Regulations.* Having been involved in various phases of higher education program implementation and policy, the *Director* serves as an educational consultant to Higher Education Institutions, in the areas of program development, evaluation, and staff development.

A. JOB DESCRIPTIONS:

1. *DIRECTOR OF EOC*: This position is primarily state supported of which (90%) of the salary will be paid by the state. The *Director* is responsible for the all administrative, fiscal, and programmatic aspects of the Program. The *Director* is also responsible for program evaluation; effective and efficient coordination and collaboration between the *UM-EOC* program and external community agencies. This position works in concert with the

mechanisms to assess the effectiveness of *EOC*; provides leadership in determining long-range goals and resources for the Program; assists with program planning, and implementing procedures and services that enhance client/staff recruitment and retention. The *Director* is primarily responsible for the preparation of all federal and university reports, proposals, and budgets.

Qualifications: Terminal degree preferred, minimum of Master's Degree with seven years of administrative experience in higher education and/or other community based organizations is required.

RESUME OF DIRECTOR:

DIRECTOR - Dr. Jerry L. Lewis

EDUCATION:

Doctorate - Juris Prudence - Howard University,		(1986)
Masters of Arts -	Public Administration/Law University of Maryland	(1977)
Masters of Arts -	General Administration/Human Resource Management University of Maryland University College,	(1983)
Bachelors of Science -	Radiologic Technology - Creighton University,	(1969)

SUPPLEMENTAL EDUCATION/TRAINING:

Management and Education Curriculum Training, Atlanta University, National Institute for Training in Education, Atlanta, GA	(1978 & 1979)
National Institute for Leadership Development, Milwaukee, WI	(1979 & 1980)
Howard University, Institute for Educational Development, National Institute for Fund Raising Training, Marquette University, National Leadership	(1981)

Advanced Negotiation Skills, Career Track Training Seminar, (1986)
Gaithersburg, MD

EMPLOYMENT CHRONOLOGY:

Director, Academic Achievement Programs (AAP) 1988-PRESENT
University of Maryland, College Park, MD

GENERAL RESPONSIBILITIES: organizational management; grantsmanship; budgeting; resource and programmatic development; marketing; strategic planning; internal and external program articulation; coordination with other academic and support units (ie., ACADEMIC ADVISING, COUNSELING CENTER, RESIDENT LIFE, OFFICE OF FINANCIAL AID, ADMISSIONS, MINORITY STUDENT EDUCATION, REGISTRATION and CAREER DEVELOPMENT CENTER); staff selection and supervision; internal and external reports; evaluation of the four programs that make-up ACADEMIC ACHIEVEMENT PROGRAMS—INTENSIVE EDUCATIONAL DEVELOPMENT PROGRAM, STUDENT SUPPORT SERVICES PROGRAM, RONALD MCNAIR SCHOLARS PROGRAM, AND ACADEMIC SUPPORT FOR RETURNING ATHLETES PROGRAM.

CERTIFICATIONS: Member of the MARYLAND BAR ASSOCIATION
COMMISSIONER: MARYLAND STATE LOTTERY SYSTEM, MARYLAND (1987-PRESENT)
Governor's appointment: set policy; monitor general agency operations; approve budgets and major contracts for the state lottery agency.

Director: Upward Bound (1970-1972)
Creigthon University
Omaha, Nebraska

DIRECTOR: Upward Bound,
University of Maryland, (1972-1988)
College Park, MD

Director: Minority Admissions,
Creighton University (1969-1970)
Omaha, Nebraska

SUPPLEMENTAL PROFESSIONAL EXPERIENCE:

Adjunct Faculty, Atlanta University,
National Institute for Training in Education (1979-1980)

Adjunct Faculty, Marquette University, Wisconsin, (1979-1980)
National Institute for Leadership Development

Board of Directors: National Council of Education Opportunity Associations, (1978-1983)
Washington, D.C.

Chairperson: National Training Authority for Staff Development in Education
(U.S. Department of Education), chaired the Monitoring, Review and Evaluation Committee,

Original Trio Training Contract ($2 million dollar contract) (1978-
Consultant: Lecturer in Educational Program Development, Management, and Program Evaluation 1976-Pre
Consultant: Trainer for TRIO Administrators on Fiscal Accountability, National Council for Educational Opportunity Association, Washington, D.C. (1987-
Consultant: Grantsmanship for Student Support Services and Ronald McNair federal grants National Council of Educational Associations Washington, D.C. (1989-1
Consultant: Grantsmanship Training for Upward Bound programs, National Council Educatic Opportunity Associations, Atlanta, Georgia (1
Consultant: Federal Site Visits and Audit Preparation, Southeastern Association of Educatic Opportunity Programs, Nashville, Tenn. legal courses. (1

OTHER HONORS CERTIFICATES/AWARDS/RECOGNITION:

Outstanding Service Award
United States Department of Education Washington, D.C. (19
White House Invitation to 1980 Higher Education Amendment, Presidential Signing Ceremony - For Outstanding Leadership in Education (19
Outstanding Service Award MEAEOPP - Regional TRIO Association (1978, 1979, 1980, 1982, 19
Induction to TRIO Hall of Fame, State of Maryland Executive Council of Educational Opportur Associations (19
Prince George's Educators Association (19
Educational Leadership Award For Community Service President's Recognition
Recipient of the Walter O. Mason Educational Service Award (19

ORGANIZATIONS AND UNIVERSITY COMMITTEES:

- Campus Retention Steering Committee, (1988-9
- Continuous Quality Improvement Retention Committee (1995-9
- COMMUNITY AFFILIATIONS:
- Board - Prince George's Community Development Cooperation Present
- Board - Greater Washington Fair Housing Commission Present
- Board - Prince George's Community Service Coalition Present
- Board - Prince George's C Caribbean Infusion Commission Present

BEST COPY AVAILABLE

2. **ASSOCIATE DIRECTOR**: is responsible for providing leadership, in concer with the *Director*, for planning, developing, monitoring, and supervising of all aspects of the *EOC*. The *Associate Director* will be responsible for the day to day operation of the community-based office including supervision of staff. He/she will provide leadership to the program to ensure that the specific progr goals and objectives are met. Specifically, the *Associate Director* will: plan, supervise, monitor the identification and selection of clients; ensure eligibility requirements are met; write monthly progress reports to the *Director*; develop a monitoring plan; and assist in the hiring of *EOC* staff.

3. **EDUCATIONAL SPECIALIST/COUNSELOR:** is responsible for providing advising/counseling; assisting with financial aid and admission applications process; coordinating educational support services; providing career counseling and maintaining client caseload and required record on clients. This employee will supervise *UM-EOC* service activities and provide some leadership and coordinate activities with other staff.

Qualifications: Master's degree in Counseling, Student Personnel Administration, Education or related field, with 3-5 years of relevant experience with disadvantage populations preferred.

4. **EDUCATIONAL SKILL SPECIALIST/COUNSELOR** (2) is responsible for providing counseling, advising, career planning, intake assessment, post-secondary placement services, admission and financial aid assistance. One of these specialists must also be fluent, orally and written, in Spanish as to assist ESL clients in completing applications, post-secondary placement, and work in concert with other Educational Specialists/Counselors. The Specialist will be primarily responsible for maintaining student records, and assisting with program compliance responsibilities related to student recruitment, identification and selection process and provision of program services.

Qualifications: Baccalaureate degree required, Master's in Counseling,

BEST COPY AVAILABLE

Education, Psychology or related field preferred, with three years of experience in working with persons from disadvantaged backgrounds.

5. **ADMINISTRATIVE ASSISTANT I.:** is responsible for clerical and office management, including but not limited to correspondence preparation; on-site record-keeping; coordination of supplies; purchasing, material distribution, inventory, record-keeping; filing; assisting with the compilation of data, reports and proposals preparation; and arrangements for on-site activities, seminars, classes, and workshops.

Qualifications: minimum of high school diploma required, two or more years of higher education preferred; proficient oral/written and computer hardware and software skills with two or more years of clerical or office management experience.

B. PLAN TO EMPLOY PERSONNEL FROM DISADVANTAGED BACKGROUNDS

The *University of Maryland, College Park, EOC* operational office will be located in the center of the Target Area. This will assist the program in identifying staff who are sensitive to and who have similar backgrounds and experiences of the program clients. The *EOC* will require that one of the *Educational Specialists* be bilingual (Spanish), have familiar with the target area, and have experienced in working with disadvantaged populations. Additionally, all staff will be selected based on their potential to serve as a role-models based on their experiences and success with circumstances similar to those faced by clients. The program will select all staff in accordance with the *University*'s Non-Discriminatory Employment Policy/Procedures.

C. NON-DISCRIMINATORY EMPLOYMENT POLICY/PRACTICES

The *University of Maryland, College Park* is fully committed to the principles, policies, and practices of equal opportunity and affirmative action in the employment of faculty, associate, and classified staff to eliminate discriminati against any group or individual due to race, religion, sex, creed, or national o and to provide affirmative action employment opportunities for women and minorities.

The campus commitment to these principles is documented in the *campus' Affirmative Action Plan.* Further, the campus commitment is demonstrated by the involvement of key administrators in the development an monitoring of these affirmative action activities. The President; as the chief administrative office of the campus, is responsible for assuring that the goals a objectives of the *Affirmative Action Plan* are met. He has assigned to the four Vice Presidents the responsibility for the development and implementation of affirmative action programs in their respective units. The Vice Presidents work closely with Deans and Directors within their divisions to develop these plans, and designated persons to serve as Equity Administrators,. The Equity Administrators have the key responsibility of advising and assisting supervisors in ensuring compliance with Affirmative Action issues.. The unit *Equity Administrator* also serves on the Campus Equity Council. This structure is comprehensive and is appropriate to the size and complexity of the campus.

The campus commitment to eliminating discrimination is positively stated in the President's goal to *" create at the University of Maryland College Park a model multi-racial, multi-cultural, and multi-generational academic community."* Therefore, the

BEST COPY AVAILABLE

campus community shares the role and responsibility in eliminating discrimination and supporting an effective affirmative action program to facilitate accomplishing this goal.

D. EMPLOYMENT PLAN

1. PROFESSIONAL STAFF/ASSOCIATE STAFF:

a. *Director* confers with staff on the need for the position.

b. *Director* develops the job description, outline the qualifications and responsibilities of the position with emphasis given to employ person with similar experience and background of clients.

c. Position is approved by the *University*.

d. Search Committee and Chair are appointed by the *Director*, and approved by unite Equity Administrators to ensure Affirmative Action compliance.

e. Announcement of the position is forwarded to:

1.) *University* Personnel Department.
2.) Community based organizations, particularly in target areas,
2.) Area TRIO Programs
3.) Personnel Offices in Prince George's and Montgomery Counties,
4.) The Washington Post
5.) The Baltimore Sun

f. Search Committee reviews resume and interview at least a minimum of six candidates for each position.

g. Search Committee recommends at least three applicants To *EOC Director* for approval.

h. *Director* interviews the three finalists.

I. *Director*, in consultation with staff, makes the final decision on appointment.

2. Secretarial/Classified Staff:

a. *Director* confers with staff to discuss the need for the position.

b. *Director* sends request and job description to the *Dean of Undergraduate Studies*.

c. *Director* contacts the Personnel Office requesting a "List of Eligibles" for the position.

d. Personnel Office forwards the List of Eligibles ".

e. and staff interviews eligible applicants.

f. *Director* forwards list of applicants and recommendations process for approval to the *Dean of Undergraduate Studies*.

g. *Director* appoints the applicant.

If the Program is dissatisfied with all the applicants forwarded on the List of Eligibles, the Program may request an additional list and interview additional applicants.

VI. Budget

***CFR* 644.21 (f)**

The Budget for the *UM-EOC* is reasonable and relates directly to cost of doing business in the *Washington Metropolitan Area*. Much of *Prince George County* is within the "Washington Metropolitan" area. The target area is more akin to the *Washington Metro* area than it is to the rest of the *State of Maryland*. Economic indicators from the *United State Department of Commerce* place Washington Metro area as one of top ten highest cost of living areas within the *United States*. Therefore, salaries, services and rental cost are far greater in target area than may be in other parts of *United States*.

The proposal is based on 1500 participants. The need for this EOC is very evident, with the number and percent of eligible persons far exceeding the number proposed to be served. 1500 participants was determine to be a reasonable and workable size for a start-up program. This is a based budget and a variance of + or - 200 participants would not severely effect many of the cost areas. For instance, the space needs will remain constant; at least 3 full-time professional staff person, plus an Administrative Assistant/Secretary would required to support 1,000 participants. UM-EOC has chosen to serve an additional 500 participants, allowing the program to serve more while remaining cost efficient.

In the spirit of ensuring that the needed services will be available in the Target Area and the county, several higher level officials in the county has thrown their support behind the project. Much of traditional program cost: i.e. Satellite office space, furniture space, several computers, etc. have been committed should the grant be funded. This is the direct result of county officials and community agencies support. These are budgetary complements which

enhance the program affordable and likelihood of success. *See detail budget below:*

1. Adequency, and Reasonableness of Budget

The *University of Maryland* is requesting $313,227.00 from the *United States Department of Education* for fiscal year (1998) to implement the goals and objectives of the UM-EOC.

The resources of the budget are directly related to the goals and objectives of the program. Each of the detailed objectives in the *Plan of Operation* section of this proposal has a specified "Resource" component. The resources referenced in the objectives list the type of personnel and the other resources that have direct cost implications.

The chart below summarizes some of the cost categories in the budget and outlines the activities and objectives relationship to budget categories. This chart is not meant to be exhaustive but rather a visual representation of major activities and cost relationships.

2. Budget Relations to Objectives and Activities

	(A) Personnel Full-Time- Part-Time		(B) Travel		(C) Equipment	(D) Supplies Office- Instruction		(E) Communications	(F) Others Summer Academic Year. Activities	
Program										
Identify, select students	x	x	x	x	x	x	x	X	x	x
Assessment	x	x			x	x	x			
Orientation	x	x			x	x		x	x	x
Recordkeeping	x	x			x	x		x		
Evaluations	x	x			x	x		x		
Placement/Follow-Up	x	x	x	x	x	x		x	x	x
Workshops/Seminars	x	x	x	x	x	x	x	x	x	x
Counseling	x		x	x	x	x		x	x	x
Tutoring		x				x	x	x	x	x
Staff Development									x	x
Campus Visitation	X	x	x	x	x	x	x	x	x	

BEST COPY AVAILABLE

3. **Detail Budget Summary**

UNIVERSITY OF MARYLAND, COLLEGE PARK
EDUCATIONAL OPPORTUNITY CENTER BUDGET
1998-1999

A. Personnel:

Positions	#	%Time	Annual Salary	State	Federal	Total
Director	1	25		X	$7,800	$ 7,800.00
Associate Dir./Education Coordinator	1	100	$36,000.00		100%	$36,000.00
Ed. Specialist/ Counselors	3	100	$33,000.00		100%	$99,000.00
Admin. Assist I.	1	100	$21,000.00		100%	$21,000.00
Tutors	8-10	Varied		$2,500.00 work study	Varied	
			Total salary			**$163,800.00**
Salaries Wages/Benefits	22 % of salary and wages	Benefits as provided state supported employees				$36,036.00
			Total salary and wages			**$199,836.00**

BEST COPY AVAILABLE

B. Non Personnel:

Travel	Cost		Total
Director a. National conference	Air fare Hotel 3 days x $140/day Per Diem @ $60 x 3 Registration fee	$350.00 560.00 180.00 300.00	$1,390.00
b. One regional conference	Transportation Hotel $120/da. X 3 Per Diem @$60 Registration fee	$150.00 360.00 180.00 200.00	890.00
c. One state conference	Transportation Hotel $100/da x 3 Per Diem @ $60/da Registration fee	$100.00 300.00 180.00 175.00	755.00
Other Staff Travel: a. 3 project staff persons One regional conference	Transportation Hotel @ $120 x 3 staff x 3 per diem @ $60 x 3 staff Registration fee $200 x 3 600.00	$ 150.00 1,080.00 540.00	2,370.00
b. 3 project staff persons One state conference	Transportation Hotel @ 100 X 3 da X 3 pers Per Diem @ $60 X 3 X 3 pers Registration fee $175 X 3 pers	$100.00 900.00 540.00 525.00	2,065.00
c. Staff travel to outreach, Recruitment, seminars & workshops in community Satellite offices @ in-service training	state car use for approx 75 days/yr @ $45/ day		3,375.00
	Subtotal Staff Travel:		**$10,845.00**

BEST COPY AVAILABLE

Participatns Travel:		
a. 3 local college tours 50 Students	5 state Vans 10 Capacity @$ 100 x 5	$ 500.00
b. One out of state Black college tour; Georgia, South and North Carolina and Virginia	1 Black college tour 30 students & 3 Staff x one bus	2,000.00
	lodging cost per person $100 x 33	2,500.00
	Meal cost per person of out of state tour $50.00/ person X 33 persons	3,300.00
		1,650.00
	Subtotal Participant Travel:	**$9,950.00**
	Total Travel cost:	**$20,795.00**

C. Supplies:

Office Supplies	
a. Consumable office supplies copy paper, stationary, software, pens, pencils, pads, applications, brochures, etc.	$3,500.00
b. Technology: 4 Computers @ 2,200.00 ea	8,800./00
c. Instructional supplies (reference materials, career assessments, & post-secondary assessment instruments), SAT Instructional materials and Software	2,000.00
Total supplies	**$14,300.00**

D. Services:

Consultants (3): Language Skill Specialist (1) and Staff Trainer; $10,000.00	$10,000.00
Photocopy lease $150/month	$1,800.00
Telephones (5) in operational center and one in each satellite office (2) $300/month	3,600.00
Postage, 500 mailing / month at .32 each	1,920.00
Public relations materials, advertisements, News Letters	3,000.00
Subtotal: $20,320.00	

BEST COPY AVAILABLE

Rental Space in the Landover target area 12 x 12 (associate director) 144 sq ft 10 x 10 (3 specialist staff) 300 sq ft 15 x 20 (reception, lobby, sec, Storage, Sec. Office 300 sq ft 30 x 40 (class room, work area, Conference area, etc 1,200 sq ft Total sq feet 1,944 @$18.00/sq. ft.			
	Subtotal:	**$34,992.00**	
Total Services			**$ 55,312.00**
	Total Personnel	**$199,836.00**	
	Total Non Personnel	**90,407.00**	
	Total Direct cost	**290,243.00**	
	Total Indirect Cost	**23,219 .00**	
Total Project Cost.			**$313,462.00**

1,500 students @ Per student cost of $208/ students.

BEST COPY AVAILABLE

VII. Evaluation

CFR 644.21 (g)

INTRODUCTION

Evaluation of the project includes the systematic collection of information for the purpose of determine the extent to which program objectives have been met. The evaluation will be both formative and summative and utilize strategies that examine program objectives, services and activities. Formative evaluation strategies will be used throughout the process beginning soon after the project year commences to ensure that areas needing adjustment can be addressed immediately. Summative evaluations will be conducted at the end of each grant year to determine accomplishments toward specific objectives for the year.

The *Project Director* will direct the overall project evaluation. Assistance will be received for this process from the other *Project* staff, and the external review committee. The evaluation will be both quantitative and qualitative to provide valid assessment of the project success.

B. Evaluation Objectives

The following objectives have been established for the evaluation process.

1. To collect **formative data** regarding the progress toward the attainment of project goals and objectives, by:

a. Providing the *Project* staff and the College with Quantifiable data about achievements of the *Educational Opportunity Center.*

BEST COPY AVAILABLE

b. Providing Quantifiable data about the achievements of each objective on a timely and regular basis.

2. To provide complete **summative reports** at the conclusion of each grant year, which will:

a. Determine the impact of program participation on completion of admissions and financial aid applications; admissions to and enrollment in a postsecondary education/training program and retention in program until completion.

b. Assess the effectiveness of the public information campaign to inform a substantial segment of the targeted population of the services available to them in the *EOC* Program.

c. Examine the effectiveness of program participation, particularly the participant's knowledge of how to successfully negotiate the educational environment.

d. Assess the effectiveness of the management of the project in achieving the project's outcome objectives.

C. Participant Evaluation of Services

The *Educational Opportunity Center* conducts an evaluation of the services provided to the participants. This is done by having the participants complete the Services Evaluation Form. This form provides the participants the opportunity to evaluate components of the *EOC* programs such as:

. Was the Education Specialist prepared for each session?

. Was the Education Specialist knowledgeable of the subject matter presented?

. Did the Education Specialist give information which was understandable?

. Was the information relevant to my needs and interest?

. Did the services increase my interest in pursuing postsecondary education and a career?

. Did the Education Specialist provide the participant all of the information requested or needed:

. How can *EOC* services be improved?

. The best thing about the *EOC* services?

Additionally, a follow-up is conducted at the end of the project year to determine the academic status of the participant. Are they enrolled in a postsecondary institution? If so, which type: public two-or four-year or private two- or four-year? Those participants who have not enrolled in a postsecondary institution as well as those enrolled who need additional assistance from an Education Specialist will continue to receive services from the *EOC* program.

D. Delineates *UM-EOC*'s evaluative methodology which has internal and external components.

1. **MANAGEMENT OBJECTIVE (PROCESS)**: To implement effective management procedures that ensure efficient delivery of project services, federal compliance, proper expenditure of funds, and adherence to *University* policies.

FORMATIVE EVALUATION INDICATORS	DOCUMENTATION FOR ASSESSING PROGRESS (FORMATIVE)	SUMMATIVE EVALUATION INDICATORS	DOCUMENTATION FOR ASSESSING ACHIEVEMENT (SUMMATIVE)
Delivery of project services	Daily service logs completed by specialists re. services provided to clients, compiled and reviewed at the end of each month	Project services will be delivered within the guidelines stated in the *EOC* proposal plan of operation	Annual Report Performance Report Client Service Database Report
Expenditure of grant funds	monthly financial reports generated by the *University* accounting system *EOC* computerized budget system will be reconciled with *University* financial reports on a monthly basis Budget Reports reviewed at quarterly meetings	End of year totals for budget line items will not exceed the proposed budget approved by the Department of Education without requested permission	Annual Budget Report FY end Financial Accounting Report generated by *University*
Client Records management	Client files will be reviewed and updated monthly by assiged specialist random spot checks performed by the Associate *Director* for required documentation	Each client file will be complete with application, PSSEP plan, workshop attendance, copies of completed financial aid and admissions applications, GED, and eligibility documents	*EOC* Client Service Database Report
Generation of Reports	Report log kept with report due dates, and dates reports are completed and exit from the EOC administrative (UMCP) office.		Report Log for fiscal year will be compiled and maintained with reports generated during the grant period

2. **IDENTIFICATION AND SELECTION OBJECTIVE (OUTCOME)**: To identify and select 1500 eligible adults by January of each which will include:

66% (1,000) low income and first generation participants,
80% (1,200) women or minorities,
10% (150) veterans, and or persons with disabilities,
10% (150) Speakers of English as a second Language (Spanish) and need ESL services

FORMATIVE EVALUATION INDICATORS	DOCUMENTATION FOR ASSESSING PROGRESS (FORMATIVE)	SUMMATIVE EVALUATION INDICATORS	DOCUMENTATION FOR ASSESSING ACHIEVEMENT (SUMMATIVE)
Number of clients served that: -meet both income and eligibility criteria -are women and minorities -require ESL services -are veterans -are disabled -are senior Americans	Applications Eligibility Verification documents Referral Forms Activity Log PSEPPs monthly demographic reports on clients served by specialist attendance records for ESL classes maintained by client database system	A minimum of 1500 clients are identifies and selected of which 66% are both low-income and first generation; 80% are women, and 10% minorities and persona w/ disabilities; 10% Speakers of English as a second language (Spanish) and need ESL services.	Program annual Reports Program Performance Reports

111

112

3. ASSESSMENT OBJECTIVE (OUTCOME):

To administer need assessment to 100% of clients within thirty (30) days of their acceptance and develop an individualized *Post-Secondary Education Preparation Plan (PSEPP)* for 75 % of participants within thirty (30) days of the assessment.

FORMATIVE EVALUATION INDICATORS	DOCUMENTATION FOR ASSESSING PROGRESS (FORMATIVE)	SUMMATIVE EVALUATION INDICATORS	DOCUMENTATION FOR ASSESSING ACHIEVEMENT (SUMMATIVE)
Number of clients that have been assigned to specialists Number of clients that have developed PSEPPs with assigned specialists Dated acceptance letter Dated PSEPP plan	Client log for each specialist Client Database entries by specialists of services provided Minutes from specialist staff meetings Copy of dated acceptance letter in client file Copy of dated PSEPP plan in file	75% of all clients will have PSEPPs on file within 30 days of the date of their acceptance letter	*EOC* Client services database report Annual Report

113

114

4. COUNSELING AND ADVISING OBJECTIVE (OUTCOME): To provide academic, career, and personal counseling and guidance to 100% of requesting clients such that a minimum of 450 (30%) will make postsecondary enrollment decisions and or related careers each project year, and 65% of placement eligible clients will enroll in a PSE program each year (40% the first) .

FORMATIVE EVALUATION INDICATORS	DOCUMENTATION FOR ASSESSING PROGRESS (FORMATIVE)	SUMMATIVE EVALUATION INDICATORS	DOCUMENTATION FOR ASSESSING ACHIEVEMENT (SUMMATIVE)
Number of clients receiving academic guidance Number of clients receiving career guidance Number of clients receiving financial aid guidance Number of clients receiving personal guidance	Staff Activity logs PSSEPs Workshop fliers Distribution log of workshop fliers Records of financial aid, career and motivational workshop attendance Client service database	100% of requesting clients will be offered academic, financial aid, career and personal guidance.	*EOC* Client Service Database Report Annual Report

115

BEST COPY AVAILABLE

116

5. **FINANCIAL AID AND POST-SECONDARY ADMISSIONS OBJECTIVE (OUTCOME)** To provide comprehensive information and assistance on financial aid resources and the admission process to 100% of placement eligible clients desiring to enroll or re-enroll in a post-secondary program such that 65% will enroll is such a Program each year, (40% the first year).

FORMATIVE EVALUATION INDICATORS	DOCUMENTATION FOR ASSESSING PROGRESS (FORMATIVE)	SUMMATIVE EVALUATION INDICATORS	DOCUMENTATION FOR ASSESSING ACHIEVEMENT (SUMMATIVE)
Number of students who desire to enroll or re-enroll in a postsecondary institution Number of students that received information on financial aid and college admissions Number of students that received assistance with financial aid and college applications	PSEPP Referral Forms Mailing Lists Distribution Log of Workshop Flyers Record of Financial Aid and College Admissions workshop attendance Client Records Staff Activity Log *EOC* Client Service Database	100% of placement eligible clients that desire to enroll or re-enroll in pse institutions will receive information and assistance with financial aid applications and applying for college admissions.	Annual Report Performance Report *EOC* Client Service Database Report

117

118

6. **GED ASSISTANCE OBJECTIVE (PROCESS)**: To provide referral assistance to 100% of clients who need a GED or other High School equivalencies to an appropriate program.

FORMATIVE EVALUATION INDICATORS	DOCUMENTATION FOR ASSESSING PROGRESS (FORMATIVE)	SUMMATIVE EVALUATION INDICATORS	DOCUMENTATION FOR ASSESSING ACHIEVEMENT (SUMMATIVE)
Number of students interested in earning a GED or other high school equivalency	PSEPP	100% of students interested in earning a GED will be referred to the appropriate program	Annual Report Performance Report *EOC* Client Service Database Report

7. LANGUAGE ASSISTANCE OBJECTIVE (PROCESS):

To offer classes (ESL), workshops, and language related services on a quarterly basis to 100% of eligible clients with limited English speaking abilities (speaks English as a Second Language) on a quarterly schedule such that 60% indicate by survey improved English proficiency.

FORMATIVE EVALUATION INDICATORS	DOCUMENTATION FOR ASSESSING PROGRESS (FORMATIVE)	SUMMATIVE EVALUATION INDICATORS	DOCUMENTATION FOR ASSESSING ACHIEVEMENT (SUMMATIVE)
Number of clients enrolled with limited English speaking abilities	Referral forms Applications Specialist Reports	Provide 100 eligible clients with ESL classes, workshops and services	Annual Report *EOC* Client Service Database report
Number of clients with limited English speaking abilities that have attended ESL classes	Records of ESL class, workshop attendance	At least one full-time bi-lingual professional on *EOC* staff	Personnel File
Number of clients that have received ESL services	*EOC* Client Service Database		
Bilingual person on staff	Document verification in personnel file		

8. PLACEMENT OBJECTIVE (OUTCOME): To enroll at least (40%) of the placement eligible *EOC* participants in a post-secondary program the first year, and 65% each successive project year.

FORMATIVE EVALUATION INDICATORS	DOCUMENTATION FOR ASSESSING PROGRESS (FORMATIVE)	SUMMATIVE EVALUATION INDICATORS	DOCUMENTATION FOR ASSESSING ACHIEVEMENT (SUMMATIVE)
Number of clients that enroll in postsecondary program at the end of the first year of operation Number of clients that enroll in postsecondary programs after the first year of operation	PSEPPS Copies of postsecondary program letters of acceptance maintained in client files	At least 40% of the *EOC* placement eligible clients served will enroll in postsecondary programs by the end of the first year, and a minimum of 65% in postsecondary programs in successive years.	Annual Reports Performance Reports Specialist Reports